

A GROUP OF PREADOLESCENTS' SELF CONCEPT  
AS RELATED TO SOCIOMETRIC STATUS

By

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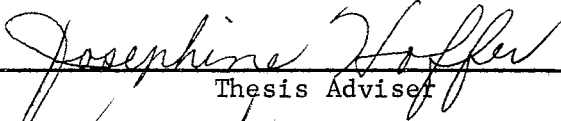
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## TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM AND ITS IMPORTANCE . . . . .	1
Need for Study . . . . .	1
Hypotheses . . . . .	2
II. RELATED LITERATURE . . . . .	4
Characteristics of Preadolescence . . . . .	4
Self Concept . . . . .	8
Measurement of Self Concept . . . . .	10
III. PROCEDURE AND METHOD . . . . .	13
Subjects . . . . .	13
Collection of Data . . . . .	14
IV. ANALYSIS OF DATA . . . . .	16
Summary . . . . .	21
V. SUMMARY AND RECOMMENDATIONS . . . . .	26
Findings . . . . .	26
Recommendations . . . . .	27
A SELECTED BIBLIOGRAPHY . . . . .	28
APPENDIX A . . . . .	32
APPENDIX B . . . . .	35

LIST OF TABLES

Table	Page
I. Subjects According to Age, Sex, and Grade Level . . . . .	17
II. Differences in Choice of Friends by Preadolescent Boys and Girls As Reflected by t Test . . . . .	18
III. Differences Between Male and Female in Friendship Choices As Reflected by t Test . . . . .	19
IV. Differences in Personal and Social Adjustment Between Boys and Girls at Age Nine As Measured by the <u>California Test of Personality</u> . . . . .	20
V. Differences in Personal and Social Adjustment Between Boys and Girls at Age Ten As Measured by the <u>California Test of Personality</u> . . . . .	22
VI. Differences in Personal and Social Adjustment Between Boys and Girls At Age Eleven As Measured by the <u>California Test of Personality</u> . . . . .	23
VII. Differences in Personal and Social Adjustment Between Boys and Girls at Age Twelve As Measured by the <u>California Test of Personality</u> . . . . .	24

## CHAPTER I

### THE PROBLEM AND ITS IMPORTANCE

Although the self concept is important at all stages of child development, during the period of preadolescence it is of great importance. The child is beginning to take his place in the larger society, and the way he perceives himself in relation to his peers is manifested in his behavior and in his adjustment to his social world. One way to measure the child's adjustment and the child's acceptance by his peers is through the use of a sociometric instrument. This study is designed to ascertain differences between: (a) personal and social adjustment (self concept), and (b) sociometric choices of a group of preadolescents.

#### Need for Study

This period of life, from nine to thirteen, has not been adequately studied. Redl (35) stated in 1943 that this is a "no-man's land" in child study. Stone and Church (40) support Redl when they state that these middle childhood years are probably the least known about by adults.

Self concept, which is central to personality, cannot be formulated without reference to social interaction and membership in the peer group (3). Since this is a period especially sensitive to the climate of the peer culture and one in which personality is undergoing many

changes, it seems very important to know how a child perceives himself.

Sociometric tests can determine if a child is accepted or rejected by his peers. In a study by Reese (36) of children in the fourth, sixth, and eighth grades, he found that acceptance of others and acceptance by others were related to self concept scores. Thus, the need to study the preadolescent seems apparent. This study will be concerned with the preadolescent within the framework of his most important inter-relationship--the peer group.

The overall purpose of this investigation is to (a) ascertain the relationship of personal and social adjustment (self concept) to sociometric status of a group of preadolescents, (b) determine the relationship of sociometric status to sex and age, and (c) determine if there is a significant difference in scores on the California Test of Personality according to sex; sociometric status being defined as the degree to which a child is accepted by other members of the group (30).

### Hypotheses

Hypotheses to be tested are:

1. There is no significant relationship between the total personality and social adjustment and the number of friendship choices received.
2. There is no significant relationship between sex of respondent and his friendship choices received.
3. There is no significant relationship between age of the respondent and the number of friendship choices received.
4. There is no significant difference between boys' and girls'



scores on the California Test of Personality with respect to each of the twelve components.

## CHAPTER II

### RELATED LITERATURE

#### Characteristics of Preadolescence

##### Emotional Aspects

The preadolescent acquires a new form of independence which modifies his relations to his family, to his school, to his classmates, and to the culture in general. The changes may come so subtly that parents and teachers are often not sufficiently aware of their importance. The preadolescent has many devices now for exploring interpersonal relationships with parents and peers. New emotional patterns are formulating. This is due, in part, to the underlying growth changes in his physical make-up. He is becoming aware of the feelings and intentions of others. The child now enjoys meeting and competing with his peers. He is sensitive to the interactions of the peer group. "He is integrating his past--not finally, but intermediately. He is trending toward the teens" (13, p. 97, 4, 20).

"The preadolescent is often restless and angry, wanting no help unless he has learned to trust you" (10, p. 17). The person often feels a sense of loneliness at this time. During these years, the preadolescent relives a problem that has not been solved during the preschool period--problems which often have been forgotten.

Redl (35) stated that

During preadolescence the well-knit pattern of a child's personality is broken up or loosened, so that adolescent changes can be built into it and so that it can be modified into the personality of an adult. Thus, the purpose of this developmental phase is not improvement but disorganization for future growth. This disorganization must occur, or else the higher organization cannot be achieved. (34, pp. 201-204)

Personality development has long been recognized as closely related to emotional security and the basis for such security is to be found in the relations between children and their parents and children and their peer group. When no serious problems exist between parents and child and child and peer group, the child is a happy, outgoing, constructive member of his group (4).

#### Physical Aspects

Physically, the child between nine and twelve is growing at a slow rate. However, it is important to know that for some children, these will be the beginning of their maximum growth years (4).

#### Social Aspects--Importance of Peers

Failure to be accepted by peers at this time may have serious undesirable consequences. Blair and Burton (4) state:

Failure to be accepted by the group at this level may cause the individual to go to some lengths in the effort to establish self-assurance and to find satisfying means of self-realization, or he may retain infantile ways. (pp. 70-71)

During the ages nine, ten, and eleven, children form their first intense loyalties outside the home. An underlying attitude is that of loyalty to the gang composed of children similar in age, sex, size, and interests. This loyalty and membership seems to be more pronounced

among boys than among girls. These groups that boys seek, give them their first lessons in getting along with others in give-and-take, in modifying one's desires and actions in terms of other persons (4).

Blair and Burton (4) state that, "starting in the fourth grade, about age nine and lasting well into the eighth grade, age thirteen, boys choose boys and girls choose girls, almost to the complete exclusion of the opposite sex" (p. 38).

McNeil (27) in 1970, reported that theorists formerly believed that we had the latency period during preadolescence, in which sexual thoughts and actions were repressed or at least sublimated into socially constructive activities. However, current research suggests that this latency period historically seems not to have existed except perhaps in the Victorian Era. It seems not to exist in modern America. Most teachers know that suppression of sexual interests in children from ten to thirteen is a phenomenon limited to a very few in our culture.

Broderick and Fowler (6), as late as 1965, report that

Children in the upper, lower, and middle classes (ages nine to thirteen), fifty-two percent of the children in the fifth grade and thirty-eight percent of those in the sixth grade chose one or more friends of the opposite sex as the person they liked best of all among the children they knew. (p. 261)

The child's desire for status appears in his relations with other children. To understand a child, it is necessary to know how he rates with other children and why. To be accepted, a youngster must have certain qualities, but not to excess. These are: (1) be interested in others, (2) be active, (3) be confident, but not boastful (20).

Adults can often do much to change the circumstances of children who are rejected by other children. A certain amount of change can occur in the child's status. Changes that occur in the process of

development may produce a change in a child's status (20). Therefore, it is especially important for those who work with children to know the status of the children.

### Intellectual Aspects

During the preadolescent stage of development, the child is gaining in his confidence to achieve and perform academically. He has mastered the skill of reading or has developed reading problems which are prevalent at this time. On the whole, he enjoys reading a great deal. Blair and Burton (4) state that this period is

marked by wide reading and rapid general educational achievement. The amount of leisure reading done at this level probably exceeds that of any other period. Through reading these children are able to satisfy their interest in the world about them without depending to any great extent on critical adults. (p. 173)

Havighurst reports that the child is in a period of great mental push towards the adult world of concepts, logic and symbolism. By twelve, the child has developed his own style of thinking and working (18). The child has not only found his own style, but he has more confidence in his ability to handle competition. He is very competitive with peers in games and in school. It seems he wants to try out his skills to test his mettle (13).

During this period, the child makes rapid gains in seeking reality. This is seen in their interest in science, invention, and mechanical operations of all sorts. Now they appear capable of using causal relationships in their thinking about physical and natural phenomena (4). They enjoy being given a challenge and their teacher can take advantage of this in teaching the preadolescent. On the whole, they enjoy school and like to learn and study.

## Self Concept

### Factors of Self Concept

In the development of the self concept, the first year of life seems to be the most important, with each succeeding year of life becoming of lesser importance, until the image is essentially completed before adolescence (1). Jersild (21) states:

The self is a composite of thoughts and feelings which constitute a person's awareness of his individual existence, his conception of who and what he is. A person's self is the sum total of all that he can call his. The self includes, among other things a system of ideas, attitudes, values, and commitments. The self is a person's total subjective environment. (p. 9)

Hurlock (20) calls the self-image a "mirror image," determined greatly by the nature of the individual's relationships with others. Jersild (21) supports this point of view in that a person's self has a social origin. The child's self-appraisal is in terms of what others feel and think about him, or, how he perceives this feeling. Hawk (19) reported in 1967 that the self emerges as a consequence of learning experiences with other human beings, and the introjection of their values and attitudes. He further states:

Apparently, there are three kinds of cultural agents or sources of social experiences, that interact to modify and shape an individual's conception of himself. The first cultural agents are peers in the neighborhood about the same age. Later, there are peers in age-mate societies and more remote adult figures, such as teachers, who represent institutions in the community. Identification with these 'significant others' probably is the major process involved in the developing self-concept. The nature of the identifications and the nature of the resulting self depend on the personalities of the individuals in the environment. This environment or social milieu is of crucial significance in the shaping of the self . . . . Methods of discipline used by parental figures have their influence on the self-concept that is formed in childhood. The family is one of the major contexts in which the self-concept develops. (p. 198)

### Importance of Self Concept to Behavior

"Self theorists have proposed a fundamental relationship between self concept and behavior" (14, p. 236). The more a person is able to realize his own self-hood the better he can relate to others (22). Adjustment is a part of the function of the self concept and a part of self-acceptance (31). Hawk (19) stated that "an individual's behavior is consistent with his perceptions of himself" (p. 197). The self is difficult to change. When change does occur, it is gradual. Once a self concept has been formed, behavior becomes somewhat compulsive and predictable.

The achievement of personal strength to guide one's own destiny, is significant to personality development. The young person who knows his strengths and weaknesses can be helped by his knowledge of himself to adjust to life's successes, as well as failures. An adequate concept of self is basic to an interpretation of his personality (9). Persons who have unstable self concepts usually have lower self-esteem. His peer group is also likely to share the individual's attitude toward himself (7). Brennan (5) quotes Adler as saying,

The capacity for identification, which alone makes us capable of friendship, love of mankind, sympathy, occupation, and love, is the basis of social interest and can be practiced and exercised only in conjunction with others. (p. 55)

This enables the person to interact with others. What a person says, feels, thinks, and what he does in various situations, all are revealing of that person's personality.

## Measurement of Self Concept

### Personal and Social Adjustment

Reese (36) reported that several studies (e.g, Fey, 1955; McIntyre, 1952) found no significant relationship between self-acceptance and acceptance by others; however, Miyamoto and Dorbush (1956) found higher acceptance by others for subjects with high self concepts than those with low self concepts. Marshall (25) found in an experimental study, that a negative shift in self-acceptance followed unfavorable reactions by the peer group, though no change followed favorable reactions. The conflicting nature of the evidence may result in part from the use of different definitions of self-acceptance.

Phillips (34) in 1955, used the California Test of Personality on six third grade classes. He found that the pupils who had more positive choices in a sociometric device had the highest scores on the personality test. The lowest scores on the California Test of Personality were made by those with the most negative and fewest positive valuations. It was also found that children with many positive valuations compared with those with few or no positive valuations had better adjustment in terms of their sense of personal worth, sense of personal freedom, feeling of belonging, and freedom from withdrawing tendencies. Fey (12) reported that persons with high self-acceptance scores tend also to accept others, to feel accepted by others, but are neither more nor less accepted by others than those with low self-acceptance scores.

Guinouard (17) found that there are significant relationships between personality factors and the sociometric criteria in a study of



sixth, seventh, and eighth graders. He stated:

Unpopular children were less self-confident, less cheerful, less enthusiastic, less acceptant of group standards, less conventional, and less concerned with social approval than popular children. (p. 442)

Scandrette (38) studied eighth graders and found that all but one of the twelve components of the California Test of Personality revealed differences in favor of the most frequently chosen group. The lone exception was the social standards component and it showed a slight difference in favor of the least frequently chosen group. Singer (39) used the sociogram, the classroom distance scale, and the California Test of Personality to study seventh and eighth graders and found that the picture of social friendship acceptances are molded and set in the early grades rather than at the adolescent level.

#### Sociometric Measurement

Sociometric techniques are among the most widely used methods for analyzing children's acceptance of one another and can be of help to teachers who wish to understand the personality adjustment of their pupils (23). Jersild (22) lists the following techniques of sociometric testing. A sociometric test may be given by:

- (1) Having the children write down the names or point to the photographs of one or two or more children whom they prefer.
- (2) Giving each child a list of the names of every member of his group and asking him to rate each child on a scale (ranging from 'like very much' to 'dislike very much').
- (3) Giving the child a list on which each child is paired with each of the other children and asking him, in connection with each such pairing to name which of the two he prefers.
- (4) Asking the child to rank each child in his group in order of preference, placing the most preferred first, the next preferred second and so on. (p. 206)

Gronland (16) states that "the sociometric test is a technique for

evaluating the social structure of groups and the extent to which individuals are accepted by their peers" (p. 255). The number of choices a pupil receives, is an index of his social acceptance and is called his sociometric status score. Grounland's study of sixth grade students showed that sociometric status scores were predictive of future school dropouts. Those who scored low were more likely to leave school before graduation from high school than those with high scores.

Ausubel (2) reported that

Previous studies of the stability of sociometric status has shown both a long-range constancy over a period of months and years during the elementary school period and a high test-retest reliability over a period of weeks in preadolescent and early adolescent groups. (p. 123)

The research studies reviewed present implications for this present study: (1) The importance for studying the social relationships of preadolescents, (2) The availability of tools with which to test for personal and social adjustment (self concept) and for testing sociometric status, and (3) The need for studying personality adjustment as a means of understanding sociometric status. The review of literature appears to indicate that the area of preadolescent self concept has not been greatly researched.

## CHAPTER III

### PROCEDURE AND METHOD

The purpose of this study was to determine the differences between personal and social adjustment (self concept) and sociometric status of a group of preadolescents.

To achieve this purpose, a sociometric test was devised and given to a part of the investigator's third grade class (Appendix A). This was done to test for understanding and ease in reading the test. The investigator believed that if third grade children were able to read and understand the instrument, that it could be assumed fourth, fifth, and sixth grade children could also read and understand the instrument. The sociometric test was then administered to a group of fourth, fifth, and sixth grade students, followed by the California Test of Personality to measure self concept (Appendix B).

#### Subjects

The subjects were 153 white elementary children (76 boys and 77 girls) enrolled in the fourth, fifth, and sixth grades at the Glencoe Elementary School, Glencoe, Oklahoma, and the Perkins Elementary School, Perkins, Oklahoma. The age range was from 9 years to 12 years, 7 months at the time of the study. These grades were chosen because the ages normally found in these grades correspond to the ages usually attributed to the preadolescent period, nine to 13 years.

## Collection of Data

Permission to collect data was obtained from the Superintendents of Glencoe and Perkins Schools. An appropriate time for testing the subjects was obtained by discussion with the fourth, fifth, and sixth grade teachers at the Glencoe Schools and through discussions with the Elementary Principal at Perkins.

### Personal and Social Adjustment Test

The California Test of Personality, Elementary, Form AA was chosen as the instrument to be used to measure the personal and social adjustment of the subjects. The California Test of Personality is organized around the concept of life adjustment as a balance between personal and social adjustment. Personal adjustment is assumed to be based on feelings of personal security as manifested in feelings of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies, and nervous symptoms. Social adjustment is assumed to be based on feelings of social security as seen in its six components: social standards, social skills, anti-social tendencies, family relations, school relations, and community relations. Under each of these 12 components are twelve questions to be answered "yes" or "no"; thereby simplifying the administration of the test. The norms provided for the California Test of Personality, Elementary level, were derived from 4,562 pupils in grades 4 to 8 inclusive in schools in Nebraska, New Jersey, New York, Ohio, Massachusetts, and California. Detailed information concerning the reliability and validity of the instrument has been presented by Thorpe, Clark, and Tiegs (41).

### Administration of the Personality Test

The California Test of Personality was administered according to the directions in the test manual with the investigator giving the subjects the test as a group according to classes. The subjects in the fourth, fifth, and sixth grades at Glencoe read and took the test with little help from the investigator. The investigator found that it was better to administer the test to fourth grade children by reading the test aloud as they marked the test booklet. This was subsequently done in the Perkins fourth grade.

The procedure of the test was explained, the subjects were helped to fill in the sample questions, and a time for questions was provided. The investigator remained available to pronounce words and assist the subjects in reading and understanding the test.

### Development and Administration of the Sociometric Test

The sociogram was designed to show the subjects friendship choices on three questions. The questions centered around the choices of friends a subject would choose to play with, to eat lunch with, and to invite to a party. The subjects made three choices for each question. The subjects were cautioned to choose only children in their particular classrooms, as the subject's sociometric status within his classroom was the information desired.

## CHAPTER IV

### ANALYSIS OF DATA

The purpose of this investigation is to (a) ascertain the relationship of personal and social adjustment (self concept) to sociometric status of a group of preadolescents, (b) determine the relationship of sociometric status to sex and age, and (c) determine if there is a significant difference in scores on the California Test of Personality according to sex. Sociometric status was measured by a sociometric instrument designed by the investigator and the self concept scores were obtained on the California Test of Personality. Data were treated to determine critical values of  $t$ . The hypotheses and findings related to each are as follows.

Hypothesis I: There is no significant relationship between the total personality and social adjustment and the number of friendship choices received. The subjects ( $N = 153$ ) (76 boys and 77 girls) were divided into two groups, those who received 0-9 choices on the sociometric instrument and those who received 10 choices and above. A  $t$  test revealed no significant difference between the number of high and low choices received and total personal and social adjustment scores, thus supporting the hypothesis. (See Table I.)

Hypothesis II: There is no significant relationship between sex of the respondent and the number of friendship choices received. The  $t$  test revealed that regardless of age, boys selected boys and girls

selected girls as their friendship choices ( $p = .001$ ) (Table II).

TABLE I  
SUBJECTS ACCORDING TO AGE, SEX, AND GRADE LEVEL  
(N = 153)

Grade Level	Boys' Ages (N = 76)				Girls' Ages (N = 77)			
	9	10	11	12	9	10	11	12
4	10	19	1	0	17	14	0	0
5	0	11	10	1	0	12	11	1
6	0	0	15	9	0	0	13	9

Hypothesis III: There is no significant relationship between age of the respondent and the number of friendship choices received. The t test supported the null hypothesis. Findings indicate that boys and girls at the lower age, nine, and the upper age, 12, of the preadolescent group, were still choosing friends of the same sex (Table III).

Hypothesis IV: There is no significant difference between boys' and girls' scores on the California Test of Personality with respect to each of the twelve components. The scores for each of the twelve components of boys and girls at each age level were compared by use of the t test and, as indicated in Table IV, girls more often than boys had a higher sense of personal freedom ( $p = .01$ ); were more advanced in social skills ( $p = .05$ ); and were freer from anti-social tendencies ( $p = .05$ ).

TABLE II

DIFFERENCES IN CHOICE OF FRIENDS BY PREADOLESCENT BOYS AND GIRLS AS REFLECTED BY t TEST

	N Boys = 76 Ages				N Girls = 77 Ages				t Value	Level of Significance
	9	10	11	12	9	10	11	12		
	Boys' Mean				Girls' Mean					
Choice of male friends	8.20			7.50					.93	n.s.
		8.50	8.34						.45	n.s.
					.76			.0	1.06	n.s.
						.33	.38		.20	n.s.
Choice of female friends	.80			1.30					.71	n.s.
		.50	.65						.45	n.s.
					8.23			9.00	1.06	n.s.
						8.66	8.61		.20	n.s.



TABLE III

DIFFERENCES BETWEEN MALE AND FEMALE IN FRIENDSHIP CHOICES AS REFLECTED BY t TEST

	N Boys = 76 Ages				N Girls = 77 Ages				t Value	Level of Significance
	9	10	11	12	9	10	11	12		
	Boys' Mean				Girls' Mean					
Choice of male friends	8.20				.76				9.29	.001
		8.50				.33			31.42	.001
			8.34				0.38		23.27	.001
				7.50				.0	12.88	.001
Choice of female friends	.80				8.23					.001
		.50				8.66				.001
			0.65				8.61		23.27	.001
				1.30				9.00	14.88	.001

TABLE IV  
 DIFFERENCES IN PERSONAL AND SOCIAL ADJUSTMENT BETWEEN  
 BOYS AND GIRLS AT AGE NINE AS MEASURED BY THE  
CALIFORNIA TEST OF PERSONALITY  
 (N Boys = 76; N Girls = 77)

Subscale	Boys' Mean	Girls' Mean	t Value	Level of Significance
Self-Reliance	8.30	8.05	1.95	n.s.
Sense of Personal Worth	7.30	9.05	1.62	n.s.
Sense of Personal Freedom	6.80	9.05	1.62	.01
Feeling of Belonging	9.60	9.47	0.16	n.s.
Freedom From Withdrawing Tendencies	5.90	7.47	1.54	n.s.
Freedom From Nervous Symptoms	6.70	6.41	0.29	n.s.
Social Standards	10.50	11.00	1.13	n.s.
Social Skills	7.70	9.64	2.14	.05
Freedom From Anti-Social Tendencies	6.60	9.00	2.40	.05
Family Relations	7.90	10.47	2.39	.05
School Relations	8.00	8.70	0.71	n.s.
Community Relations	9.90	10.76	2.05	n.s.
Total Score	99.00	109.90	1.95	n.s.

Table V reflects that girls and boys were significantly different ( $p = .01$ ) in social standards, girls being the more mature. Girls, also, were significantly ( $p = .02$ ) more advanced in social skills, school relations ( $p = .05$ ), and community relations ( $p = .05$ ).

Table VI indicates that girls at 11 years of age were more advanced in social skills ( $p = .001$ ) than they were when compared at nine years of age ( $p = .05$ ). This is also true for 11-year-olds ( $p = .01$ ) when compared with nine-year-olds ( $p = .05$ ) on the component freedom from anti-social tendencies. This is the only age group that showed a difference ( $p = .05$ ) in the total personal and social adjustment between boys and girls.

Table VII reflects that there was a significant difference ( $p = .05$ ) between boys and girls at 12 years of age in freedom from anti-social tendencies, with girls being more mature. This difference is not as great as was found at age 11 ( $p = .01$ )(Table IV). Boys and girls at 12 years of age, as measured in this study, reflected no differences in social skills, although children one year younger reflected a difference at the .001 level. Girls at age 12 were more advanced in regard to school relations ( $p = .05$ ).

#### Summary

The results of the statistical analysis were as follows:

1. There were no significant differences in the total adjustment scores and the sociometric status of the subjects.
2. There were no significant differences in the sociometric choices made by boys or girls whether or not they were younger or older preadolescents: boys chose boys and girls chose girls.

TABLE V  
 DIFFERENCES IN PERSONAL AND SOCIAL ADJUSTMENT BETWEEN  
 BOYS AND GIRLS AT AGE TEN AS MEASURED BY THE  
CALIFORNIA TEST OF PERSONALITY  
 (N Boys = 76; N Girls = 77)

Subscale	Boys' Mean	Girls' Mean	t Value	Level of Significance
Self-Reliance	7.16	7.50	0.57	n.s.
Sense of Personal Worth	7.56	8.54	1.25	n.s.
Sense of Personal Freedom	7.76	8.20	0.61	n.s.
Feeling of Belonging	8.96	9.37	0.62	n.s.
Freedom From Withdrawing Tendencies	6.86	7.04	0.21	n.s.
Freedom From Nervous Symptoms	7.40	7.00	0.45	n.s.
Social Standards	9.33	10.66	2.79	.01
Social Skills	8.43	9.66	2.45	.02
Freedom From Anti-Social Tendencies	7.73	8.87	1.49	n.s.
Family Relations	8.20	8.54	0.43	n.s.
School Relations	7.53	9.08	2.07	.05
Community Relations	8.50	9.79	2.36	.05
Total Score	95.50	104.30	1.44	n.s.

TABLE VI  
 DIFFERENCES IN PERSONAL AND SOCIAL ADJUSTMENT BETWEEN  
 BOYS AND GIRLS AT AGE ELEVEN AS MEASURED BY THE  
CALIFORNIA TEST OF PERSONALITY  
 (N Boys = 76; N Girls = 77)

Subscale	Boys' Mean	Girls' Mean	t Value	Level of Significance
Self-Reliance	6.69	7.88	2.26	.05
Sense of Personal Worth	7.65	8.76	1.81	n.s.
Sense of Personal Freedom	8.61	8.61	0.0	n.s.
Feeling of Belonging	9.11	9.65	0.83	n.s.
Freedom From Withdrawing Tendencies	7.07	7.34	0.31	n.s.
Freedom From Nervous Symptoms	7.84	8.69	1.13	n.s.
Social Standards	9.53	10.57	1.72	n.s.
Social Skills	7.11	9.46	3.55	.001
Freedom From Anti-Social Tendencies	6.96	9.26	3.44	.01
Family Relations	8.26	9.03	0.82	n.s.
School Relations	6.15	7.76	1.81	n.s.
Community Relations	7.80	9.07	1.29	n.s.
Total Score	93.11	106.34	2.12	.05

TABLE VII  
 DIFFERENCES IN PERSONAL AND SOCIAL ADJUSTMENT BETWEEN  
 BOYS AND GIRLS AT AGE TWELVE AS MEASURED BY THE  
CALIFORNIA TEST OF PERSONALITY  
 (N Boys = 76; N Girls = 77)

Subscale	Boys' Mean	Girls' Mean	t Value	Level of Significance
Self-Reliance	6.50	7.40	.92	n.s.
Sense of Personal Worth	6.60	9.10	2.05	n.s.
Sense of Personal Freedom	7.50	8.10	.54	n.s.
Feeling of Belonging	8.20	9.40	.98	n.s.
Freedom From Withdrawing Tendencies	5.10	6.60	.91	n.s.
Freedom From Nervous Symptoms	6.50	8.20	1.06	n.s.
Social Standards	9.70	10.10	.57	n.s.
Social Skills	6.70	8.60	1.76	n.s.
Freedom From Anti-Social Tendencies	5.40	8.40	2.52	.05
Family Relations	6.60	8.50	1.37	n.s.
School Relations	4.80	7.60	2.71	.05
Community Relations	9.90	10.76	2.05	n.s.
Total Score	81.00	100.00	1.86	n.s.

3. Girls were significantly different from boys in the components of social skills (age 9 ( $p = .05$ ); age 10 ( $p = .02$ ); age 11 ( $p = .001$ ), school relations (age 10 ( $p = .05$ ); age 12 ( $p = .05$ ), community relations (age 10 ( $p = .05$ ), freedom from anti-social tendencies (age 9 ( $p = .05$ ); age 11 ( $p = .01$ ); age 12 ( $p = .05$ ), and sense of personal freedom (age 9 ( $p = .01$ ).

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

The purpose of this investigation is to (a) ascertain the relationship of personal and social adjustment (self concept) to sociometric status of a group of preadolescents, (b) determine the relationship of sociometric status to sex and age, and (c) determine if there is a significant difference in scores on the California Test of Personality according to sex.

The subjects for this investigation were 153 children enrolled in elementary schools at Glencoe and Perkins, Oklahoma. The children were administered a sociometric test on which they made three choices in response to questions about friends they would like to (a) play with, (b) eat with, and (c) invite to a party. The California Test of Personality, Elementary, Form AA was administered as a measure of personal and social adjustment (self concept).

### Findings

The data were analyzed by means of a t test and the findings of this investigation were as follows:

1. Boys and girls were alike in total adjustment and sociometric status.
2. Both boys and girls, regardless of age, more often chose members of the same sex as friendship choices.



3. Girls and boys were significantly different in the components of social skills (age 9 ( $p = .05$ ); age 10 ( $p = .02$ ); age 11 ( $p = .001$ ), school relations (age 10 ( $p = .05$ ); age 12 ( $p = .05$ ), community relations (age 10 ( $p = .05$ ), freedom from anti-social tendencies (age 9 ( $p = .05$ ); age 11 ( $p = .01$ ); age 12 ( $p = .05$ ), and sense of personal freedom (age 9 ( $p = .01$ )).

#### Recommendations

The findings of the study indicate no significant differences between self concept as represented by personal and social adjustment scores and the sociometric status of the subjects. A secondary purpose --to determine if sex was a factor in sociometric choices--revealed the number of choices of opposite sex friends was not at a significant level, thus failing to corroborate the findings of Broderick and Fowler. The fact that this investigation was done in fairly rural communities and the Broderick and Fowler study was done in urban communities might account for the differences in the study results. The areas of difference in relation to the 12 components of the California Test of Personality were most interesting. Therefore, the following recommendations for further study are:

1. A longitudinal study of preadolescents to determine when differences may begin to be evidenced.
2. An investigation to corroborate or refute earlier research which presents characteristics of preadolescents.

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Dear Student,

On the following page are some questions about yourself, about the grade you are in and the school you attend. Please answer these questions carefully. Also, there are some questions which ask you to write the first and last names of three of your friends. Please answer these questions carefully and fill in all of the blanks. There are no right or wrong answers, only your own choices.

Thank you for your help.

Mrs. Choplin

Name \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_ Boy or Girl \_\_\_\_\_

How long have you gone to this school? All the time \_\_\_\_\_,

This year \_\_\_\_\_, Two years \_\_\_\_\_, Other \_\_\_\_\_.

I. Write the first and last names of three children in this classroom that you would like best to eat by at lunch.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

II. Write the first and last names of the three children in this classroom that you would like most to play with at recess or during physical education classes.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

III. Write the first and last names of three children in this classroom that you would like most to invite to a party.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## CALIFORNIA TEST OF PERSONALITY

Definitions of the Components:<sup>1</sup>

The following components are not names for so-called general traits. They are, rather, names for groupings of more or less specific tendencies to feel, think, and act.

Personal Adjustment

- 1A. Self Reliance--An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.
- 1B. Sense of Personal Worth--An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive.
- 1C. Sense of Personal Freedom--An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.
- 1D. Feeling of Belonging--An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.
- 1E. Withdrawing Tendencies--The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely, and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

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<sup>1</sup>Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, Manual: California Test of Personality (Los Angeles, 1953), pp. 3-4.



- 1F. Nervous Symptoms--The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

### Social Adjustment

- 2A. Social Standards--The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an individual understands what is regarded as being right or wrong.
- 2B. Social Skills--An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or egoistic tendencies in favor of interest in the problems and activities of his associates.
- 2C. Anti-Social Tendencies--An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.
- 2D. Family Relations--The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.
- 2E. School Relations--The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

2F. Community Relations--The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvements, and who is tolerant in dealing with both strangers and foreigners. Satisfactory community relations include as well the disposition to be respectful of laws and of regulations pertaining to the general welfare.

VITA

Joyce Wingfield Choplin

Candidate for the Degree of

Master of Science

**Thesis:** A GROUP OF PREADOLESCENTS' SELF CONCEPT AS RELATED TO SOCIO-METRIC STATUS

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