

A STUDY OF THE RELATIONSHIP OF POSITIVE AND
NEGATIVE LABELING TO SELF-IMAGES

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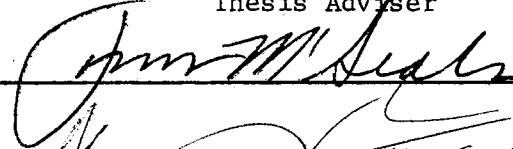
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CHAPTER I

INTRODUCTION

This research is concerned with the relationship of positive and negative labeling to self-images. The theoretical orientation is that of labeling theory which views deviancy as the product of societal definitions or labels. Erikson (1962) makes this point:

Deviance is not a property inherent in certain forms of behavior; it is a property conferred upon these forms by the audiences which directly or indirectly witness them (Erikson, 1962:308).

Howard Becker (1963) also emphasizes the importance of definitions of deviance:

Social groups create deviance by making rules whose infraction constitutes deviance and by applying those rules to particular people and labeling them as outsiders (Becker, 1963:9).

The distinguishing feature of the labeling approach to the study of deviancy is the focus on social reaction and definitions. Deviancy is created by the social audiences who perceive, evaluate, and define it as such. Deviance then, is in the "eyes of the beholder".

Through the application of "labels", the social audiences which view the acts and the actors impose unique definitions which may ultimately become "self-fulfilling prophecies". This is achieved primarily by social stigmas (labels) and stereotypes. Once labeled the labels tend to generalize to the extent that persons may become engulfed and imprisoned within deviant roles. The labels tend to permeate all

facets of human activity, particularly in the negative sense. When commenting on the role of the mass media as a major tool for promoting stereotypes and negative labels, Scheff (1966) noted the practice of linking, in newspaper accounts, individuals' records of past deviance with incidents in which they were subsequently involved. As an example he cited the news that "a former mental patient grabbed a policeman's revolver and began shooting at 15 persons in the receiving room of City Hospital last Thursday". Such links are quite common; although, the rate of crime among persons who are former mental patients is considerably lower than the general population. Scheff (1966) indicates that news items such as this one would be most improbable: "Mrs. Ralph Jones, an ex-mental patient, was elected president of the Fairview Home and Garden Society at their meeting last Thursday". Societal audiences tend to select certain behaviors to be defined as deviant (e.g., mental patients, stutterers, homosexuals, physically handicapped, delinquents, and even jazz musicians) and impose negative stigmas and stereotypes. The end of which may be the accepting of the negative label, by the persons so labeled.

Once the labels are applied, the labeling agents tend to operate to ensure that their definitions are fulfilled. Rosenthal (1966) has conducted a series of studies which note that one person's expectation of another's behavior usually serves as a self-fulfilling prophecy. In one such study, teachers were given information concerning a randomly selected group of 20 students as being labeled "late-bloomers" and they could be expected to make remarkable gains during the coming year as predicted by their test scores. In reality there was no difference between the control and experimental groups. After eight months it was

noted that the positively labeled "late-bloomers" had improved their academic performance more than had the control group. The positive labels of the teachers became a reality. It is interesting to note that those students in the control group who improved their I.Q. scores but were not labeled to do so, were given negative teacher labels.

Rosenthal (1973:58) notes, "to our astonishment, the more the control students increased in I.Q., the less well adjusted, interesting, and affectionate the teachers thought them". This tends to indicate that when one's prophecy is not adhered to, that person is labeled a "deviant" and the behavior is looked upon as undesirable.

Societal labels are inextricably interwoven with one's self-perception. Labels, some positive and some negative, become the means by which one perceives and labels one's self. Labels, as beauty, may be in the "eyes of the beholder", but they become reality for persons labeled as such.

The overall purpose of this research is to examine the relationship of perceived positive and negative labeling by primary and secondary groups to self-images. Specific aspects of the labeling will be studied, such as positive vs. negative labels compared to negative vs. positive labels, in an attempt to indicate the type and degree of associations. The self is defined as the person known to one's self. Of the varied dimensions, three such dimensions are selected to serve as the dependent variables in the investigation: mainstream self, specific self, and self-acceptance. The mainstream self dimension of self-image deals with dominant social values believed to be important for young adults in this society. The specific self is concerned with perceived self labels (e.g., loser, delinquent, leader, and masculine).

The dimension of self acceptance focuses on the degree to which an individual accepts himself, independent of the type of person one is. Positive labels are operationalized as popular, leader, and masculine while negative labels are defined as loser, stupid, and delinquent. The primary groups are concerned with peers and parents; secondary groups are teachers and adults in the community. Positive-negative labels and primary-secondary groups comprise the independent variables.

The Hypotheses

Within the theoretical framework of labeling, seven specific null hypotheses will be examined by the conventional two-tailed, .05 criteria:

1. There is no relationship between positive labels (popular, leader, masculine) applied by primary groups (parents, peers) to self-images (specific, self-acceptance, mainstream).
2. There is no relationship between positive labels (popular, leader, masculine) applied by secondary groups (teachers, adults) to self-images (specific, self-acceptance, mainstream).
3. There is no relationship between negative labels (loser, stupid, delinquent) applied by primary groups (parents, peers) to self-images (specific, self-acceptance, mainstream).
4. There is no relationship between negative labels (loser, stupid, delinquent) applied by secondary groups (teachers, peers) to self-images (specific, self-acceptance, mainstream).
5. There is no relationship between the primary and secondary groups' (peers, parents, teachers, adults) application of positive and negative (popular, leader, masculine, loser, stupid, delinquent) labels.

6. There is no relationship between positive labels (popular, leader, masculine) applied by primary and secondary groups (peers, parents, teachers, adults) to self-images (specific, self-acceptance, mainstream).

7. There is no relationship between negative labels (loser, stupid, delinquent) applied by primary and secondary groups (peers, parents, teachers, adults) to self-images (specific, self-acceptance, mainstream).

Organization of the Study

This study is organized into six chapters. Chapter I introduces the general framework within which the study will operate, states the research purpose, and notes specific hypotheses to be tested. Chapter II reviews selected literature relevant to the study. More exactly, areas selected for review are: (1) the labeling perspective, (2) major theories and research concerning one specific aspect of the study, the self-concept, and (3) the theoretical and empirical dimensions of self-concept are related to labeling theory. Chapter III presents the theoretical foundations for the study with seven deduced hypotheses.

The methodology and analytical techniques are presented in Chapter IV. This includes the procedure of selecting the sample from the survey population, questionnaire with specific scales used, the pretest, the procedure for administering the questionnaire, the office processing, the statistics used in analyzing the data, and the methodological limitations. In the presentation of the scales, the rationale behind their construction and tests for internal consistency reliability are presented.

Chapter V is concerned with the hypotheses evaluation and analysis. Each hypothesis is evaluated separately followed by a factor analysis of the variables relating to groups' labeling and self-images. Eight rotated factors are produced and named.

A summary of the research methods, procedures, and findings are presented in Chapter VI. This is followed by a discussion of the conclusions based upon the research findings and suggestions for further research, where an attempt is made to integrate the findings into labeling theory.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

This chapter is designed to present the theoretical background and present selected research related to the topic of study. The first area reviewed is that of the labeling perspective in which the major theorists and concepts relevant to this study are presented. The next section is concerned with major theories and research concerning one specific aspect of this study - self-concepts. Finally the theoretical and empirical dimensions of self-concept are related to labeling theory.

The Labeling Perspective

During the past thirty years a formal perspective of deviance has developed which emphasizes the "name-calling" aspects of deviant behavior. It is formally called labeling theory. Persons such as Tannenbaum (1938), Lemert (1951), Erikson (1962), Goffman (1963), and Becker (1963) have focused on deviance as an outcome of a social process of deviant definitions and societal reactions. Tannenbaum (1938) focused on this thesis:

No more self-defeating device could be discovered than the one society has developed in dealing with the criminal. It proclaims his career in such loud and dramatic forms that both he and the community accept the judgment as a fixed description. He becomes conscious of himself as a

criminal, and the community expects him to live up to his reputation, and will not credit him if he does not live up to it (Tannenbaum, 1938:477).

In this sense society proclaims one as deviant; the community prescribes the career; the individual lives up to the ascribed deviant expectations. Deviant behavior is seen as being the outcome of the process of act--deviant definition--deviant behavior.

Social definition is seen as determining what is deviant. There is nothing regarded as intrinsically deviant in any human act; an act is deviant because it is called deviant. Erikson (1962) emphasizes this point:

Deviance is not a property inherent in certain forms of behavior. It is a property conferred upon these forms by the audiences which directly or indirectly witness them. Sociologically, then, the critical variable is the social audience. . . since it is the audience which eventually decides whether or not any given action or actions will become a visible case of deviation (Erikson, 1962:308).

Becker views deviance as a label or designation applied by society to behavior that departs from conventional norms. Deviance is "...a consequence of the application by others to rules and sanctions to an offender" (Becker, 1963:9). The primary concern is the process by which deviants come to be thought of as outsiders and their reaction to that judgment. Central to this process is power and career.

Rules are the creation of specific social groups; therefore, some groups are always forcing their rules on others. All groups can make rules; however, the difference in ability to apply rules is regarded as a power differential. The most powerful groups make rules and impose them upon less powerful groups. Within this process groups and/or types of behavior become defined as deviant.

Becker (1963) develops a sequential model for deviance based on the concept of "career", which involves a sequence of movements from one position to another in an occupational system made by individuals who work in the system. In analyzing deviant careers, career contingency and master and auxiliary status traits are utilized. Movements into a deviant career involve a self-justifying rationale and an ability to conduct deviant activity with a minimum of interference. Becker uses two groups, the marijuana user and the dance musician, to show the process of "career development" into deviant life styles. These outsiders feel marked and driven from their own society; they are excluded from full participation. In order to exist they find shelter in subcultures where they learn some skill, redefine pleasure in terms of it, and react to conventional society with disgust because it has forced them to be outsiders. Becker (1963) emphasizes the power differential and interaction process:

We must see deviance, and the outsiders who personify the abstract conception, as a consequence of the process of interaction between people, some of whom in the service of their own interests make and enforce rules which catch others who, in the service of their own interests, have committed acts which are labeled deviant (Becker, 1963:46).

The concept of deviant career follows the occupational model and has been used to explain the professionalization of prostitutes, particular type of thieves, and jazz musicians (e.g., Becker, 1963; Sutherland, 1937; Mack, 1960:211-22). Lemert (1967) cautions against relying on the "career" concept to explain all types of deviance because recruitment, specialized skills and apprenticeship does not apply to all forms of deviance (e.g., stutterers, homosexuals, alcoholics). Lemert (1967) further states:

A career denotes a course to be run, but the delineation of fixed sequences or stages through which persons move from less to more serious deviance is difficult or impossible to reconcile with an interactional theory (Lemert, 1967:312).

There is little evidence to indicate that deviants go through set stages or exemplify prodromal signs of deviancy, such as "predelinquent", or "prepsychotic". Lemert (1967) suggests that a more fruitful approach to deviant career conception,

...is that of recurrent or typical contingencies and problems awaiting someone who continues in a course of action, with the added notion that there may be theoretically 'best' choices set into a situation by prevailing technology and social structure (Lemert, 1967:132).

Deviants may also make recoveries and experience success in the non-deviant social world.

Central to labeling of deviancy is the process of evoking deviant definitions (labels) and stigmas. Goffman (1963) identifies three types of stigma:

First there are abominations of the body--the various physical deformities. Next there are blemishes of individual character perceived as weak will, domineering or unnatural passions, treacherous and rigid beliefs and dishonesty, these being inferred from a known record of, for example, mental disorder, imprisonment, addiction, alcoholism, homosexuality, unemployment, suicidal attempts, and radical political behavior. Finally, there are the tribal stigma of race, nation and religion, these being stigma that can be transmitted through lineages and equally contaminate all members of a family (Goffman, 1963:4).

Goffman (1963) discusses the situation of persons who are unable to conform to the standards which society has deemed to be "normal". These persons are stigmatized and disqualified from full social acceptance. In the normal's mind the person is reduced from a whole and usual individual to a marked and discounted one. "By definition, of

course, we believe the person with the stigma is not quite human" (Goffman, 1963:11). This negative label or stigma which is imposed serves to further alienate deviants from model interaction.

Once the stigma is applied, normals make certain assumptions as to what the person ought to be like; an expected character and behavior pattern is imputed, which is called "virtual social identity". The actual social identity includes those attributes one might in fact possess if given the opportunity. Virtual social identity is quite similar to the concept of "stereotype". Etymologically, the Greek word stereos means solid or firm. Originally referring to a metal plate used in printing, "stereotype" was first introduced to social science by a journalist, Walter Lippman (1922). Katz and Braly (1933, 1935) refined the concept and provided the pioneering work of measuring stereotypes. Katz and Braly (1958) were particularly interested in racial stereotypes:

We have learned responses of varying degrees of aversion or acceptance to racial names and where these tags can be readily applied to individuals, as they can in the case of the Negro because of his skin color, we respond to him not as a human being but as a personification of the symbol we have learned to look down upon. Walter Lippman has called this type of belief a stereotype--by which is meant a fixed impression which conforms very little to the facts it pretends to represent and results from our defining first and observing second (Katz and Braly, 1958:41).

Because definitions are assumed to precede behavior, stereotyping has been alleged to be a "self-filling prophecy". Robert Merton (1957)

notes:

The self-filling prophecy is, in the beginning, a false definition of the situation evoking a new behavior which makes the originally false conception come true. The specious validity of the self-fulfilling prophecy perpetuates a reign of error (Merton, 1957:423).

This self-fulfilling prophecy aspect of stereotypes is closely aligned with W. I. Thomas's dictum that "if people define situations as real, they are real in their consequences".

Labeling theorists have incorporated the concepts of stereotype and self-fulfilling prophecy into their conceptual framework. Reality is in the eyes of the beholder; therefore, what is perceived as reality has real consequences. This is particularly evident when determining deviancy. Becker (1963) stresses this point:

From this point of view, deviance is not a quality of the act the person commits, but rather a consequence of the application by others of rules and sanctions to an "offender". The deviant is one to whom that label has successfully been applied; deviant behavior is behavior that people so label (Becker, 1963:9).

The labeling approach focuses on audience reaction to an individual's behavior rather than viewing deviance in terms of a specific act, or as a consequence of some psychological distress of the individual, or as a result of some malfunction in the social structure. The audience reaction is viewed in terms of a social label; that is, a designation or stereotyped name imputed to a person on the basis of some information about him (Payne, 1973:33).

Some labels are generally considered as positive, such as "intelligent", "hard-working", and "good-looking", while others are generally negative, such as "illegitimate", "ex-con", and "homosexual". Labels are ways of lumping individuals into manageable if not always accurate groupings (Payne, 1973:34). Labels become the means by which persons are categorized and stereotyped. Strauss (1959:17) indicates that "to name. . . is not only to indicate; it is to identify an object as some kind of object. An act of identification requires that the

thing referred to be placed within a category". Speaking particularly of negative labels, Cohen (1966) notes:

The label--the name of the role--does more than signify one who has committed such-and-such a deviant act. Each label evokes a characteristic imagery. It suggests someone who is normally or habitually given to certain kinds of deviance; who may be expected to behave in this way; who is literally a bundle of odious or sinister qualities (Cohen, 1966:24).

By evoking stereotypes and stigmas through the application of negative labels, deviancy is created and perpetuated. This process is called the "dramatization of evil" by Tannenbaum (1951), the development of "deviant careers" by Becker (1963), and the "criminalization process" by Schur (1971). The common element of these processes is that a negative label, such as "deviant", is determined and evoked by social audiences which ultimately results in the acceptance of the label by the individual.

The evoking and acceptance of negative labels have serious consequences for self-images of the labeled persons. Cooley's looking-glass theory emphasizes that people come to see themselves as they think others are seeing them (Cooley, 1902). Likewise Tannenbaum (1951:20) indicates that "the person becomes the thing he is described as being". Payne (1973:35) indicates the steps by which deviant self concepts are created: (1) social reaction to individual (label), (2) individual's awareness and interpretation of social reaction, and (3) revision of self-label to conform to perceptions of social labels. The assumption is that labeling precedes the behavior which will ultimately result in producing behavior consistent with the label (e.g., persons are labeled as "deviant"; in turn, they become aware of the label and revise their self-images and behavior to coincide with the original label.). In

this sense labeling becomes a self-fulfilling process with serious implications for persons' self-concepts.

Because of the importance of self-concept within the labeling perspective, this phase of the selected review of literature will examine some of the major theories of self-as-object and present some of the theoretical and empirical relationships of self-concept and labeling theory.

Theories of Self-As-Object

The most prevalent approaches to viewing the self-concept are: (1) the self is viewed as an object and (2) the self is viewed as a process. Hall (1957) makes this distinction:

Self-as-object may be defined simply as the total aggregate of attitudes, judgments, and values which an individual holds with respect to his behavior, his ability, his body, his worth as a person, in short, how he perceives and evaluates himself. Self-as-process is defined in terms of activities such as thinking and perceiving and coping with the environment; ego is another term used to describe this same construct (Hall, 1957:142).

Various theorists (Sherif and Cantril, 1947; Sullivan, 1952; Rogers, 1951; Mead, 1934) view the self as an object in which the individual perceives the object, evaluates it and learns attitudes toward it. The attitude toward self is learned and developed in much the same manner as attitudes toward other objects.

The attitudes toward self are largely learned through the appraisal of one's social environment. Sherif and Cantril (1947:186-192) note that the formation and change of self attitudes, like other attitudes, are on the basis of learning principles. The primary stage of their development is perceptual, usually through verbal judgment of adults.

Sullivan's (1952) analysis of the self system, also, emphasizes interpersonal relations. He views the self as being developed primarily from reflected appraisals from one's parents. Likewise, Rogers (1951) focuses on the interpersonal development of the self:

The self-concept or self-structure may be thought of as an organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as perceptions of one's characteristics and abilities; the percepts and concepts of the self in relation to others and to the environment; the value qualities which are perceived as associated with the experiences and objects; and goals and ideals which are perceived as having positive or negative valence (Rogers, 1951:18).

According to Mead, the self is a social structure which arises in the context of social experience. Mead (1934) indicates:

The self is not present at birth but arises in the process of social experience and activity; that is, the self develops in the given individual as a result of his relations to that process as a whole and to other individuals within the process (Mead, 1934:26).

In essence one tends to think of himself as he perceives significant others think of him. The self-concept is developed within the context of social interaction.

Self-Concept and Labeling

The theoretical approach of self-concept with which labeling theorists are most concerned is the self as the individual who is known to himself. The image a person has of himself is formed within the framework of the social environment and is largely the product of that environment. The image a person has of himself is largely formed by the relationships with other persons with whom he is in contact. The labels applied by the social audiences become one of the primary forces

behind the development of self-images. They are the avenues through which self-images are formulated and constructed.

A comprehensive analysis of the process by which negative labels create and maintain deviancy is provided by Payne (1973:33). He refers to negative labels as "passageways" which direct and initiate a deviant career and as "prisons" that restrain a person within a deviant role. Negative labels which are often stereotypes tend to ". . . create a highly visible deviant identity, damaging self-concepts, and societal expectations that may tend to perpetuate and intensify the very behavior objected to" (Payne, 1973:33).

Jenson (1972:84-102) examined the association between delinquency and adolescent self-conceptions among junior and senior high school students differentiated on the basis of race and status. Using questionnaire data and official police records, official delinquent evaluations and personal delinquent evaluations were positively related. That is, respondents who are officially designated as delinquent tended to personally define themselves as delinquent. Delinquents tended to have lower self-esteem than did non-delinquents.

The literature on the relationship between self-concept and delinquency is so vast that it almost eludes review. Fitts and Hamer (1969) reviewed over 100 such studies and concluded that while there are a wide range of research designs represented, the general conclusion is that the self-concept is intimately related to behavior and individuals who are deviant in terms of antisocial, delinquent, or criminal behavior have self-concepts that are also uniquely deviant.

Another critical review of the literature on the self-concept by Wylie (1961) presents its relationship to approximately 50 variables

including social interaction, sex role, friendship choice, peer interaction, acceptance of others, teacher authority, authoritarianism, ethnocentrism and level of aspiration. The relationship between self-concept and body build was examined by Lerner (1972), using an analysis of personal space for grade school children. He found that the average build person has favorable attitudes maintained toward him, and possesses a physique that may be considered not deviant and not handicapped; therefore, the least amount of personal space is maintained toward him. Conversely, because the fat person, and to some extent the thin person, is afforded negative attitudes and has a body type that may be considered deviant, or handicapped, greater personal space was maintained. Cortes and Gatti (1965) found that the self-concepts of mesomorphs (muscular and big boned) include more aggressive and more masculine self-concepts than did the ectomorph (long, thin, light boned and light muscled) boys. McCandless, et al. (1972) in a study of 500 delinquent boys in Georgia found no relationship between mesomorphy and delinquency. Because of recent concern and evidence of slight social change in the area of sex roles, Komarovsky (1973) examined masculine sex roles. She found that nearly one third of the men interviewed experienced some anxiety over their perceived failure to live up to the norm of masculine intellectual superiority. Apparently sex roles and accompanying confusion and change in the area of masculinity does and will continue to exert considerable influence on the development of self-concepts.

Summary

This selected review of literature has attempted to provide an overview of the labeling perspective including presenting the major theorists and the primary concepts of deviancy, stigma, and stereotype. The importance of labels, primarily negative ones, for the development of self-images is stressed. Labeling appears to promote serious consequences for the development of self-concepts. Secondly, major theories of the self-as-object are presented and related to the labeling perspective. The self is viewed as an attitude toward an object with several dimensions. It develops within the context of the socio-cultural environment; whereby, persons see themselves as they perceive others view them. In this sense, the labeling of persons plays a major role in self-concept development.

CHAPTER III

THEORETICAL FOUNDATIONS FOR THE STUDY

Labeling theory provides a unique framework with which to view deviance. It sets aside the traditional approaches which view deviance in terms of a specific act, or as a consequence of some psychological distress of the individual, or as a result of some malfunction in the social structure. It focuses on the consequences of the techniques of social control which are theoretically aimed at extinguishing deviance. When applied, these techniques can formalize the deviant label such that the individuals begin to respond in terms of the stereotype and stigmas; thus, the social audience's original definition (label) is fulfilled. It may become a self-fulfilling prophecy with the ultimate end of the defined deviant being virtually engulfed in a deviant role. It is through the process of applying negative labels that persons become engulfed into deviancy, for by utilizing stigmas and stereotypes deviant roles are prescribed and non-deviant interaction is limited. Deviancy formulated through labels becomes an ascribed status, rather than an achieved status, with social control operating to ensure that the social audience's definition is fulfilled.

In this sense deviance is not merely some wrong doing; it is a reflection of societal definition (labels) and control. It is a continually shaped and reshaped outcome of a dynamic process of interaction. It is not a static entity, but varies with time, place, and condition.

As a process, deviance is a state of becoming. The act occurs; negative consequences are experienced; the individuals are negatively labeled; self-concepts change to correspond to the negative images and stereotypes; the deviants move further into the subculture of deviance; and ultimately define themselves as deviants; and they organize their lives around the deviancy.

By focusing on the process of interaction between those who define and maintain the normative standards and those who are labeled as deviants, labeling theory has and will make valuable contributions. Without detracting from these contributions, a number of limitations may be noted. Thorshell and Klemke (1972) suggest a number of limitations: (1) labeling tends to focus on the individual as a passive agent, (2) research has tended to be only qualitative, (3) the emphasis has been on the negative consequences of labels, (4) the impact of labeling may differ in primary and secondary groups, and (5) the focus has been on secondary deviance. An additional perceived limitation may be noted: (6) little attention has been given to the consequences of positive labels.

Labeling research has tended to view the individual as a passive agent within an authoritative active system which implants specific negative definitions. It becomes a self-fulfilling prophecy for the individuals involved. The passive individual is implanted with a negative label and ultimately this label becomes a reality; thereby, the individual is engulfed within the rigid deviant structure. This approach largely ignores individuals as active, defining agents which accept, reject, define and redefine in the process of interaction with the labelers.

Research has tended to have a strong attachment to qualitative research with participant observation as the primary method. The qualitative research tends to focus on formal, structured settings (e.g., prisons or hospitals) in which the individuals are experiencing or have already experienced organizational processing. This largely ignores the period of the process before institutionalization or organizational structures become involved. Conceivably at this period the individuals could reject the labels, select alternative labels, and/or reject the labeler.

Labeling theorists have not been concerned with an alternative consequence of the labeling process--labels may have a positive effect upon behavior. The major concern has been with the negative consequences of negative labels. Seemingly negative labels could promote future positive behavior. Research of social controls, particularly within the primary group, lends support to this belief. Roethlisberger and Dickson (1939) in the Bank Wiring Room experiment might illustrate this point. Deviants were labeled as "speed kings" and "rate busters" when their work output exceeded what the group defined as a "fair day's work". This labeling was an instrument of social control which was quite successful in pressuring the deviants to conform to the group norm.

The impact of the labeling process may not be uniform in all social settings and for all forms of deviant behavior. The effect of labeling in a primary group setting may be quite different from that of a secondary group, mass society setting. Primary groups provide the individual with much more personal observations and evaluations by significant others which may serve to reinforce or counteract the

negative stereotypic aspects of the label. The effect of labeling in a primary group may be just the opposite of what occurs in a secondary group setting. It could work to deter deviance in the primary group while reinforcing effect upon deviance could take place within the secondary setting. The labeling process can serve as either a negative socially disintegrative force or as a positive, socially integrative force, when considered in alternative social settings and impersonal relationships. This is particularly evident when considering primary and secondary groups.

The labeling process may have different effects at various stages of deviance. Lemert (1967) distinguishes between primary and secondary deviance:

Primary deviation while it is socially recognized and defined as undesirable has only marginal implications for the status and psychic structure of the person concerned. Resultant problems are dealt with reciprocally in the context of established status relationships. This is done either through normalization, in which the deviance is perceived as normal variation - a problem of everyday life - or through management and nominal controls which do not seriously impede basic accommodations people make to get along with each other (Lemert, 1967:307).

The juvenile whose delinquent behavior is defined as mischief or reacted to with a "boys will be boys" attitude by parents, school officials or legal authorities would be within the category of primary deviance. Likewise if only nominal controls are activated, such as a scolding by police the deviance would be considered primary. On the other hand secondary deviation elicits a unique class of socially defined responses. These, writes Lemert (1967),

. . . resolve around stigmatization, punishments, segregation, and social control . . . They become central facts of existence for those experiencing them, altering psychic structure, producing specialized organization of social roles and self-regarding attitudes. Actions which have

these roles and self attitudes as their referents make up secondary deviance. The secondary deviant. . . is a person whose life and identity are organized around the facts of deviance (Lemert, 1967:307).

Lemert suggests that the primary deviance is negatively defined, but the society's reaction is either mild or nonexistent. Secondary deviance, on the other hand has much stronger societal reactions of punishment, stigmatization and segregation. This ultimately results in a psychic change for the deviant's life and self-image is organized around the definitions of deviance. Lemert presents studies of stutterers, alcoholics, and check forgers to indicate the effect of social control and deviant definitions in the process of a person becoming a secondary deviant.

Labeling, hence, may have fewer effects after the individual has moved to the stage of secondary deviance. At the primary stage, the individual, seemingly, may be more vulnerable to the influence of the label for it may serve either to push him closer to secondary deviance or end the deviant career. Tannenbaum (1938) emphasized how the young troublemaker may be pushed into a delinquent career by being negatively labeled. On the other hand, Cameron (1964) found that the labeling of the pilferer as "shoplifter" usually deterred the deviant activity. The novice pilferer does not consider himself as a thief and the peer group did not support such a label. Being arrested with its corresponding negative label was rejected; therefore, the negative labeling resulted in a termination of the deviance.

Labeling theorists and researchers have tended to focus on negative consequences of the application of negative labels or definitions. Little attention has been given to positive labels which may or may not have negative consequences. This becomes particularly apparent when

individuals are considered as active agents within a social milieu of several defining elements whose definitions may or may not be congruent. For example, what is the relationship of the juveniles' self-images if the teachers define him as non-delinquent? Will the same relationship exist when the teachers, family and peers all define the individual as delinquent?

This quantitative research attempts to investigate the labeling process by considering male juveniles as active agents with a social environment of positive and negative labels set forth by primary and by secondary groups. Particular attention is given to the relationship of these variables to self-images. The primary research objective is to examine the relationship of positive and negative labeling in primary and secondary groups to self-images.

Specific two-tailed null hypotheses are:

1. There is no relationship between positive labels (popular, leader, masculine) applied by primary groups (parents, peers) to self-images (specific, self-acceptance, mainstream).
2. There is no relationship between positive labels (popular, leader, masculine) applied by secondary groups (teachers, adults) to self-images (specific, self-acceptance, mainstream).
3. There is no relationship between negative labels (loser, stupid, delinquent) applied by primary groups (teachers, peers) to self-images (specific, self-acceptance, mainstream).
4. There is no relationship between negative labels (loser, stupid, delinquent) applied by secondary groups (teachers, adults) to self-images (specific, self-acceptance, mainstream).

5. There is no relationship between the primary and secondary groups' (peers, parents, teachers, adults) application of positive and negative (popular, leader, masculine, loser, stupid, delinquent) labels.
6. There is no relationship between positive labels (popular, leader, masculine) applied by primary and secondary groups (peers, parents, teachers, adults) to self-images (specific, self-acceptance, mainstream).
7. There is no relationship between negative labels (loser, stupid, delinquent) applied by primary and secondary groups (peers, parents, teachers, adults) to self-images (specific, self-acceptance, mainstream).

CHAPTER IV

METHODOLOGY AND ANALYTICAL TECHNIQUES

Introduction

In this chapter the procedure of selecting the sample from the survey population, questionnaire with specific scales used, the pretest, the procedure for administering the questionnaire, and the methodological limitations will be presented.

Populations and Frame Construction

The target population is male high school students in predominantly white schools in towns with a juvenile training institution in the school district. The rationale for selecting the target population included the assumption that labeling of females and persons of racial-ethnic minority status might seemingly be different in particular label types and degrees of labeling (Deitz, 1972; Richmond et al., 1972:104). By focusing on schools with juvenile training institutions in the school district, persons with official negative labels such as delinquent would have a greater probability of being included in the sample.

The procedure for constructing the sampling frame included obtaining a listing of all juvenile institutions in the State of Oklahoma from the Oklahoma Crime Commission. A list of all institutions which were predominantly white, had institutional living accommodations, had programs other than special education, served only the geographical area of

Oklahoma, and where the male juveniles attended the public schools was obtained. This eliminated all state institutions since all of the youth in these agencies attend school at the institution. One state institution (Taft) was an exception, for there the towns people attended the high school at the institution. Because the high school was located at the institution, Taft was also eliminated. This initial list contained 23 juvenile institutions meeting the specific requirements.

The juvenile institutions were then matched with a list of high schools (Fisher, 1973). Information concerning the name and number of high schools, average daily attendance, and the number of teachers was obtained. In an attempt to decrease the variance and for the sake of convenience, only towns with one high school were selected to comprise the list from which to draw the sample. The schools with an average daily attendance of between 850 and 1,000 in towns with one high school numbered four. Therefore, the survey population is all male high school students in predominantly white schools in Oklahoma towns with one high school with an average daily attendance of between 850 and 1,000 students with a private juvenile training institution in the school district on March 15, 1974. Generalizing from the survey population to the target population should be done with extreme caution. It is recommended that the target population be changed to closely align with the survey population.

The Sample.

From the listing of the four high schools in the survey population, a simple random sample without replacement selected two schools.

Because all males are required to enroll in one physical education class during their high school period, the physical education courses were selected in the two-stage sampling procedure. The survey was given on a random day to those students who attended the physical education classes. Those students who did not attend the classes on that day and those who were not enrolled in physical education were excluded.

The sample size of 274 consisted of all males attending physical education classes on March 15, 1974. A total of 34 not-at-school non-responses (12 at School 1 and 22 at School 2) was tolerated for no follow-up was conducted. 13 of the completed questionnaires were not used because: (1) two were grossly incomplete, (2) five were discarded due to inconsistent responses, and (3) six were discarded because of patterned response schemes. The total of 47 missing elements may be considered to introduce non-sampling bias, the nature and extent of

which is not known. The sample size of 264 seemingly valid responses was deemed adequate to represent the survey population.¹

Sample Description

A description of selected demographic characteristics is presented in Table I. There is a higher percentage of white, middle-class, father-headed households, and sophomores between the ages of 16 and 17 represented in both schools. Because of the similarities of the demographic characteristics of the respondents and the cities in which the schools are located are similar in size, urban proximity, and social composition, the two schools may be considered as one sample from the target population. A comparison of their demographic variables by self-image and primary - secondary group application of labels is presented in Appendix E.

¹The appropriate sample size was determined by using the formula:

$$n = \frac{\frac{(ts)^2}{\delta}}{1 + \frac{1}{N} \left(\frac{ts^2}{\delta} \right)}$$

where n = the sample size
 t = the normal t distribution
 s = the standard deviation
 N = the total population
 δ = a prefixed value.

Since the value of N is large, the correction factor may be approximated by zero. The range of applies lies between 1 and 7; hence, there is an estimated standard error of 1.5. If it is assumed that to estimate the mean (\bar{Y}) with a $\delta = .02$ with a probability of 0.95, then the minimum sample size should be 217 respondents. On this basis the actual sample size of 264 was deemed sufficient.

TABLE I
CHARACTERISTICS OF THE SAMPLE

Characteristic	Categories	School 1	School 2	Total Sample
Year in School	10th	61.1*	47.5	55.8
	11th	17.2	35.0	24.2
	12th	21.7	17.5	20.0
Age	15	14.9	13.3	14.2
	16	36.2	33.8	35.2
	17	35.1	33.8	34.6
	18+	13.8	19.1	16.0
Racial-Ethnic Group	Black	0.0	6.8	2.7
	Brown	1.3	0.0	0.8
	Red	1.3	5.8	3.0
	White	97.4	87.4	93.5
Head of Household	Father	89.2	79.6	85.4
	Mother	9.5	13.6	11.1
	Other	1.3	6.8	3.5
Socio-Economic Status	High	33.3	21.5	29.0
	Medium	51.1	67.1	57.0
	Low	15.6	11.4	14.0

*Numbers are percentages.

The Questionnaire

The questionnaire (see Appendix A) was divided into four sections: (1) basic demographic data of year in school, age, race, and socio-economic status, (2) self-image dimensions of self-acceptance, mainstream self and specific self, (3) positive and negative labels applied by primary and secondary groups, and (4) desirability and undesirability of specific labels.

The demographic variable of socio-economic status presented problems not apparent in the factual data of year in school, age, and race. Status differences occur among societal members, but exactly how to define and operationalize the concept is not clear and exact, for it may include the composite of a number of elements such as education, occupation, wealth, power, income, subjective class affiliation, size of community, and geographical location. The use of occupation as a measure of socio-economic status provides at least three major advantages: (1) occupation is generally correlated with education, income, community position, and group membership, (2) occupation is usually closely related to attitudes, values, and goals, and (3) occupation seemingly would be easier than income, educational level and power for the respondents to identify. For these reasons the ordinal level of measurement of socio-economic status was operationalized as the occupation of the head of household. Head of household was used since it was quite possible to have family structures other than the male-headed, nuclear family.

The open-ended questions used to determine the occupation of the head of household were: (1) Who is the head of your household?, (2) What is the job of the head of your household?, and (3) Exactly what kind of work does he (she) do? It was predetermined that if respondents included more than one head (e.g., mother and father), the highest occupational rating would be used. The occupations were assigned a numerical value of "1" to "9" (see Appendix B - Coding and Key Punch Instructions) with the higher scores representing higher socio-economic status.

Measures of Self-Image

For the purpose of this research, the self will be considered as "the individual as known to the individual" (Murphy, 1947). Self-image is viewed as an attitude toward an object with several dimensions (Rosenberg, 1965). Self-image was operationally defined by three dimensions: self-acceptance, mainstream self, and specific self. Scales were constructed by the writer to measure the three dimensions.

Self-Acceptance

Acceptance of oneself is of basic importance for self-image. It is through acceptance of oneself that a foundation for conception of self and others is achieved. This position is taken by Richmond et al. (1972) as they note that when persons,

. . .view others in a positive way, they also consider themselves to have a positive identity, desirable behavior, and an acceptance of self as a person and as a member of a group (Richmond, et al., 1972:110).

A number of theorists have directed their attention to the relationship between self-acceptance and social interaction. Eldridge Cleaver (1968) notes that the price of hating other human beings is loving oneself less. Eric Hoffer (1966) indicates that:

. . .self-contempt produces in man the most unjust and animal passions imaginable...The remarkable thing, is that we really love our neighbors as ourselves. We do unto others as we do unto ourselves. We hate others when we hate ourselves. We are tolerant toward others when we are tolerant of ourselves (Hoffer, 1966:142).

Within the context of labeling theory, self-acceptance, particularly of the deviant self-concept, is of prime importance. In the analysis of primary and secondary deviation, Lemert (1951) stresses the

importance of stigmatization, punishment, and social control as means by which a person's life and identity are organized around accepted deviance. As a result of punishment, segregation and social control, persons have ". . .altering psychic structure, producing specialized organization of social roles and self-regarding attitudes" (Lemert, 1951:24). The ultimate end of the labeling process is that persons define and accept themselves as deviants.

Although self-acceptance is of basic importance to the study of self-concept, it has largely been ignored in the literature. One of the most prominent measurements of self-acceptance within the sociological discipline is the Self Satisfaction Subscale of the Tennessee Self Concept Scale (Fitts, 1965). The entire scale is a thorough, but somewhat long instrument. It was felt that the operationalizing of a somewhat shorter self-acceptance scale independent of the type of person one is (e.g., I am a loser and I accept myself the way I am.) could be of considerable value. This is especially evident in an empirical investigation of positive and negative labeling. On this basis the self-acceptance scale was constructed.

Self-acceptance is concerned with the degree to which an individual accepts himself. Items were structured in an attempt to make self-acceptance independent of the type of person one is. The items were constructed by attempting to determine the range of dimensions of "self-acceptance" and designing statements which would measure the dimension. For example, pride in oneself was considered an aspect of self-acceptance; therefore, the statement, "I'm proud of the qualities that I have," was included. Other considered aspects were acceptance, satisfaction, and respect. The 12 items were measured by a seven-point

Likert scale (Edwards, 1957:149-169). The scale values measure the degree of endorsement of the items from strongly disagree (1) to strongly agree (7). The seven-point Likert scale was used to allow for a range of self-acceptance scores from 12 to 84 with high scores indicating a high level of self-acceptance. It was assumed the data could be considered continuous with such a range. It was predetermined that blank items would be scored as "4" which would approximate an "undecided" response. This allows for a degree of non-sampling error for it is quite possible for the respondents to omit a selected response because of some particular desire to do so, not because of an inability to select the appropriate response.

To test the internal consistency of the scale items, the Kuder-Richardson (K-R 20) test was used. According to Guilford (1965):

Internal-consistency reliability is most appropriately applied to homogeneous tests, i.e., tests composed of equivalent units. . .The parts (usually items) all measure the same trait, or traits, to about the same degree. The total variance of a test is conceived as a sum of the variances and covariances of its parts. . .

Internal-consistency reliability is the greatest when:

1. The item intercorrelations are greatest.
2. The variance of items is greatest. This is when the proportion passing an item is .50.
3. The items are of equal difficulty. Then the item intercorrelations can be at a maximum (Guilford, 1965:463-464).

The program used to test internal consistency reliability of the scale items was the TESTAT procedure by Veldman (1967:170-181). The computer program presents means, sigmas, r coefficients, and an alpha coefficient for each scale. The alpha coefficient (Cronbach, 1951) denotes the degree of reliability among the items of the scale by reflecting the overlapping variance. A low alpha indicates that the test is either too short or the items have little or nothing in common.

An alpha level of .50 should be indicated if a scale is considered sufficient (Nunnally, 1967:226; Guilford, 1965:464). Alpha reflects the reliability of the entire test while the r coefficients indicate the relationship of each individual item to the total of other items of the scale.

The TESTAT computer program was run on the self-acceptance scale and is presented in Table II. The 12 items have r values statistically significant beyond the .05 level and may be considered to have moderate substantive significance. The alpha value of .74 represents a high degree of internal consistency. The mean of 60.55 was noted from summated values which range from 12 to 84.

Mainstream Self

The second dimension of self-image deals with dominant social values believed to be important for young adults in this society. Dietz (1972) while attempting to construct a scale pertinent to the measurement of self-concept surveyed a total of 412 public high school students and 204 adolescent offenders at the Juvenile Diagnostic Center in Columbus, Ohio, to determine those values considered important by adolescents. There was a total of 213 independent values. The top 10 traits specified by the males included such social, psychological, and physical descriptions as friendly, truthfulness, popularity, getting along with others, self-control, respect for others, physical strength, athletic ability, and good build. The mainstream self scale items were constructed by the writer to reflect the general categories of the social, psychological, and physical traits specified.

TABLE II
 SELF-ACCEPTANCE SCALE BY ITEMS

Item	Original R Value (N = 264*)
1. I accept myself the way I am.	.55
2. I'm proud of the qualities that I have.	.54
3. I often make excuses for myself.	.42
4. I'm glad to be the person I am.	.59
5. I only half-believe in myself.	.58
6. I often get disgusted with myself.	.39
7. I have a high opinion of myself.	.46
8. I often wish I was someone else.	.48
9. I feel that I'm as good as anyone else.	.47
10. On the whole, I am satisfied with myself.	.58
11. Thinking back, in a good many ways I don't think I've liked myself very well.	.61
12. I wish I could have more respect for myself.	.55
Original Scale:	Mean 60.55
	Sigma 11.20
	Alpha .74

*An r of .12 is significant at the .05 level.

The 14 items were measured with a seven-point Likert scale with values reflecting the degree of endorsement of the items from strongly disagree (1) to strongly agree (7). This allowed for a range of mainstream self scores from 14 to 98 with high scores denoting a high degree of mainstream self. As with the self-acceptance scale, it was

considered to generate continuous data. Blank items were scored with a "4" to approximate an "undecided" response.

The item analysis to determine internal consistency reliability as previously discussed reflected r values for each of the 14 items well above the .05 level of significance. The results are presented in Table III. The alpha value of .73 reflects high reliability among the items of the mainstream self scale in the manner in which the items vary together in a consistent pattern. The mean of 72.24 was noted from a possible range of scores from 14 to 98.

Specific Self

The third dimension of self-image deals with specific perceived self labels. This is of particular importance for Mead's (1934) and Cooley's (1912) classic theories emphasized the importance of individual perceptions of how others view him and how these perceptions are incorporated into and largely determine oneself.

If specific labels are to be investigated, the relevancy of the labels must be determined. Relevant content is a primary requirement in the measurement of attitudes (Rosenberg, 1965). Too often attempts to study attitudes toward oneself are based upon the investigator's a priori reflections of suitable content rather than upon empirically demonstrated relevance to the subjects being studied (Wylie, 1961). In an attempt to counteract this problem, an initial list of ten possible labels was evaluated by a high school journalism teacher as to the degree of meaningfulness to male students. The teacher returned a rank-ordered list of 14 labels. From this list the labels of cool, leader, good-looking, athletic, loser, and delinquent were selected to be used.

TABLE III
 MAINSTREAM SCALE BY ITEMS

Item	Original R Value (N = 264*)
1. Others value my opinion.	.46
2. I have a lot of self control.	.50
3. I am courteous to others.	.46
4. I will probably be unsuccessful in the career which I choose.	.44
5. I am unpopular with people my own age.	.45
6. I am more unhappy than others.	.41
7. I'm proud of my school work.	.48
8. I can compete well with others.	.46
9. I am an irresponsible person.	.52
10. I have a lot of ambition.	.57
11. When participating with others, I do my share.	.44
12. Others may depend on me.	.48
13. I enjoy working with others.	.50
14. I consider myself masculine'	.55
Original Scale: Mean	72.24
Sigma	11.38
Alpha	.73

*An r of .12 is significant at the .05 level.

in the pre-test. The operationalized specific self labels used in the final questionnaire were: popular, leader, masculine, loser, stupid, and delinquent.

A semantic differential to measure the specific labels was initially decided upon. Scores would range from (1) to (7) on each bipolar item (e.g., good-looking (1) to ugly (7)). After considering the personal nature of the labels, the semantic differential was discarded for a seven-point Likert scale. A more valid measurement would seemingly be obtained for respondents would possibly be more likely to indicate a "strongly disagree" with the label of "good-looking" than accepting the label of "ugly".

Perceived Primary and Secondary Group Labels

Individuals have many perceived selves as a result of interacting with numerous groups' evaluations. Primary groups are those close, intimate, personal groups, such as family and peers while secondary groups refer to the more impersonal, utilitarian groups of school officials, legal authorities, and community (Acuff et al., 1973:151). These varied groups apply labels which may be considered of importance to self-images.

Considerable attention was directed toward determining the particular groups to select for analysis. Obviously each group is composed of many elements and may be considered both specifically and globally. For example, specific school officials apply labels and seemingly individuals could be labeled positively by one particular school official while perceiving negative labels from another. Nevertheless in this process of potentially positive and negative input, individuals may

develop a sense of collectivity; whereby, school officials in general may be viewed either positively or negatively. At the same time, specific ones may be viewed in the opposite manner. General global group perceptions were decided upon for investigation. The final scales measured the perception of positive and negative labels as applied by two primary groups (peers and parents) and two secondary groups (teachers and adults in the community).

All labels are not evaluated identically by all persons. Labels such as delinquent and loser may be considered both positively and negatively. Tangri and Schwartz (1967:187) note that "a delinquent self-concept is not necessarily a negative concept", and Quinney (1970: 238-239) argues that "negative" self-conceptions are not necessarily associated with delinquency. Also, "culture conflict" theorists such as Hartung (1955:752) and Miller (1958:5-19) view delinquency within particular contexts as either an indication of positive self-images or as a means of maintaining self-respect. In order to determine how the respondents considered the specific labels, questions were included to determine the perceived desirability and undesirability of the labels by themselves, by their parents, and by their peers.

Pretest

The questionnaire was pretested in two classes at a high school which was comparable to the sample high schools in socio-economic status composition, race, and general geographical location. The pretest questionnaire (see Appendix C) included a number of open-ended questions in an attempt to determine the range and type of responses which could be used to construct closed-ended questions. This was particularly

helpful with the specific labels for the students were asked open-ended questions concerning the labels they perceived as being desirable and undesirable to themselves, parents, peers, teachers, and adults in the community. Three of the original labels were replaced by labels which the students consider more meaningful and had only one connotation. None of the self-acceptance and mainstream scale items were changed.

Following the completion of the questionnaires, each item was discussed with the students in terms of validity, clarity, relevance, and students' competence in responding. The overall objectives of the research were discussed and the students provided suggestions as to how to achieve them. This was particularly helpful in the area of seeking honest responses to personal questions. Student suggestions included carefully explaining the purpose of the research and procedure of analyzing the data, eliminating necessity of handwriting, and being careful that no one sees the completed questionnaires.

On the basis of the pretest, the final questionnaire (see Appendix A) was constructed in the format of the most important and less personal series of questions being first.

Procedure for Administering Questionnaire

The principals of the two schools were contacted to secure permission to administer the questionnaires. The objectives, design, questionnaire, and sampling procedure were discussed. A letter from the Chairman of the Department of Sociology served to introduce the researcher, indicate the importance of the research to sociology in general and high school personnel in particular, and seek their cooperation.

At School 2 the questionnaires were administered by the teachers in the regular, physical education classroom setting. At School 1 the questionnaires were administered by the researcher in the regular classroom setting. Instructions (see Appendix D) were read to the students before they selected the questionnaires. Anonymity was stressed by:

- (1) allowing respondents to select their own uncoded questionnaires,
- (2) necessity of handwriting was eliminated, (3) respondents were shown IBM cards and print-outs to illustrate how the data would be coded,
- (4) no teachers or school officials were present, (5) seating arrangements were six feet apart, and (6) unsigned questionnaires were returned by depositing the forms in a locked ballot box.

Office Processing

When the questionnaires were developed, the code and IBM column number was placed beside each item. For example, the first two demographic variables, year in school and age were to be punched in columns one through three. This procedure greatly simplified the key punching and verifying operation.

The briefing and training session of the person responsible for coding, punching and verifying of the questionnaires included an explanation of the purpose of the survey, stressed the importance of accuracy, and explained the coding format. The Coding and Key Punch Instructions (see Appendix B) were formulated. Coding of socio-economic status was done by one person.

After the two decks were punched and verified, ten cards were selected at random to check for accuracy. No errors were noted. An 80/80 list of the cards was examined for any apparent errors of which

none were determined. On this basis the errors related to this phase of the procedure are either at a minimum or non-existent.

Statistics Utilized in Data Analysis

The statistical methods used to analyze the data are: Kuder-Richardson-20, Pearson product-moment correlation coefficient, and factor analysis.

Kuder-Richardson 20

This is a test to determine an internal-consistency estimate of reliability of scale items. It was developed because of dissatisfaction with split-half methods. According to Guilford (1965):

. . . a test can be split into halves in a great many ways, and each split might yield a somewhat different estimate of r . The use of item statistics gets away from such biases as may arise from arbitrary splitting into halves (Guilford, 1965:459).

The logical assumptions involved with the K-R 20 are that items be of equal, or nearly equal, difficulty and they are intercorrelated. The resulting alpha coefficient indicates the degree of reliability among the items of the scale by noting the overlapping variance. The alpha reflects the reliability of the entire scale while the r coefficients indicate the relationship of each item to the other scale items. As noted by Nunnally (1967:226) and Guilford (1965:464) an alpha level of .50 should be noted if the scale is to be considered sufficient. If a lower alpha is noted it may indicate that the scale is either too short or the items have nothing in common. In such instances the researcher should either increase the number of scale items and/or reexamine the theoretical and empirical basis upon which the items were constructed.

Pearson Product-Moment Correlation Coefficient

The product-moment correlation is a measure of relationship or the rate of change in one variable expressed as a proportion of change taking place in the other variable (Diamond, 1959:181). The correlation coefficient (r) is an index of the concomitant variation of two variables; it is a measure of association, not of cause-and-effect. The squared correlation coefficient (r^2) indicates the ratio of explained variation to total variation.

Factor Analysis

Rummel (1970:3) calls factor analysis the calculus of social science. It is of particular use in exploratory research for it enables the analysis of a large number of phenomena by determining the number and nature of the underlying factors among large numbers of variables.

Methodological Limitations

A number of advantages and disadvantages have been noted for sample survey research. Kerlinger (1973:422-423) indicates that the advantages include being able to handle a wide scope of information obtained from a large population and being accurate within sampling error. The disadvantages include the probability of sampling error and the design is usually adapted to extensive rather than intensive studies. This sample survey embraces these advantages and disadvantages.

The cross-sectional nature of the study provides serious limitations. As indicated in Chapter III, the self-image is considered the dependent variable with the labeling acting as the independent variable. For example, others label me as "loser"; consequently, I regard myself

as a "loser". This study assumes the process operates in this manner; however, since it is not concerned with cause-and-effect, only association, the assumption can neither be supported or rejected. A longitudinal study seemingly could approach the question.

For the purpose of this study teachers were assumed to be included in the respondents' secondary group when in fact some of the respondents might classify them as primary, others secondary, and still others primary and secondary. This limitation will be considered when analyzing the data.

The perceived desirability and undesirability of specific labels are determined for the primary groups, but the secondary groups were assumed to consider loser, delinquent, stupid as negative and popular, leader, and masculine as positive. While this assumption appears to be well grounded, it may be false in some instances.

The groups selected for analysis are parents, peers, teachers, and adults in the community. It should be noted that differences could occur by further delineating the groups (e.g., mother and father instead of "parents" and peers of same sex and peers of opposite sex instead of "peers"). There are other primary and secondary groups which could be relevant to the labeling process. It would appear that the police and juvenile authorities could be of particular importance for the labeling of loser and delinquent while the coach could be a viable element for the masculine label. These limitations were considered in the construction of the method; however, a decision was made to limit this initial exploratory study to the designated groups.

Summary

This chapter has described the research design, including the target and survey populations, frame construction, sample description, and sample size. The pretest and final questionnaire was presented including the specific scales with the item analysis. Finally the statistics used to analyze the data was briefly discussed, as was the methodological limitations apparent in survey research.

CHAPTER V

HYPOTHESES EVALUATION AND ANALYSIS

Introduction

The objective of this research is to examine the relationship of perceived positive and negative labeling by primary and secondary groups to self-images. Positive labels are operationalized as "popular", "leader", and "masculine". The negative labels are operationally defined as "loser", "stupid", and "delinquent". The primary groups will refer to parents and to peers while the two secondary groups will be teachers and adults in the community. Three dimensions of self-image will be examined: (1) specific self regarding each positive and negative label, (2) self-acceptance, and (3) mainstream self.

The first five hypotheses will attempt to examine primary and secondary groups' application of labels and to determine the extent to which the perceived application is related to self-images. Hypotheses six and seven will seek to examine the relationship of group label application to self-images when the groups are perceived to be in varying degrees of agreement and disagreement as to the nature of the application.

The variables of self-image and positive-negative labels applied by primary and secondary groups will then be examined utilizing the method of factor analysis. Finally, the assumption of which labels are positive and which are negative will be examined to determine the extent

to which such an assumption is acceptable and what is its relationship to the three dimensions of self-image.

The null hypotheses will be examined with the conventional two-tailed .05 level of significance. Specific statistics and statistical methods include means, standard deviations, Pearson product-moment correlation, and factor analysis.

Designation of Positive and Negative Labels

As previously indicated, the designated negative labels might be defined as positive. Likewise the assumed positive labels may be construed as negative. The percentage frequency of labels defined as positive and negative by the respondents and their perception of how their parents and peers would define the labels are presented in Table IV.

TABLE IV
PERCENTAGE FREQUENCY OF LABELS DEFINED AS POSITIVE
AND NEGATIVE BY RESPONDENT AND PRIMARY GROUPS

Label	Respondent		Parents		Peers	
	Positive	Negative	Positive	Negative	Positive	Negative
Being Popular	76.3*	23.7	87.6	12.4	85.7	14.3
Being a Leader	81.2	18.8	86.5	13.5	77.9	22.1
Being Masculine	83.5	16.5	84.6	15.4	81.1	18.9
Being a Loser	3.1	96.9	7.3	92.7	7.6	92.4
Being Stupid	5.8	94.2	7.3	92.7	9.3	90.7
Being Delinquent	10.9	89.1	9.3	90.7	18.3	81.7

*Numbers are percentages.

There appears to be general agreement with the assumed designation of which labels are positive and which are negative. The label of 'popular' has the lowest number (76.3%) designated as positive by specific self while peer's definition of 'leader' as positive is the next lowest (77.9%). There appears to be more agreement in designating the negative labels than the positive ones. The lowest of this group is peer's defining 'delinquent' as negative (81.7%). The greatest difference is concerning the 'delinquent' label for 10.9% of the respondents' specific selfs, and 18.3% of the peers define it as positive. The least difference is with the 'loser' label with 96.9% of the respondents' specific selfs, 92.7% of the parents, and 92.4% of the peers perceived as defining it negatively.

It was originally assumed that the positive labels would be "popular", "leader", and "masculine", and the negative labels would be "loser", "stupid", and "delinquent". The assumption is reasonable, but not perfect. The cases in which the assumption was not met will be analyzed separately later in this chapter.

Demographic Variables and Labels

In an attempt to examine the extent to which demographic variables relate to perceived primary-secondary group labels and self-images, correlations between these variables were computed. Table V reflects the comparison of year in school, age, race, head of household, and socio-economic status with self-images. A breakdown by school may be found in Appendix E. Year in school and age have the largest number of correlations with the self-images. Although significant at the .05 level of confidence, the correlations are very small for the greatest

association is .17. Race has no acceptable levels of significance. Socio-economic status has a slight negative correlation (-.16) with the specific self label of stupid which indicates that when scores on one variable increases, the scores tend to decrease on the other variable. Higher socio-economic status persons are less prone to label themselves stupid at a significant, but not impressive, level.

TABLE V

A COMPARISON OF THE CORRELATIONS OF DEMOGRAPHIC
VARIABLES WITH SELF-IMAGES

Self-Images	Year in School n=260	Age n=162	Race- Ethnic n=261	Head of Household n=260	Socio-economic Status n=214
Specific Self:					
Popular	.11	.15*	.00	-.10	.07
Leader	.13*	.16*	-.07	-.15*	.12
Masculine	.17*	.17*	-.08	-.12*	.09
Loser	-.15*	-.14	.06	.09	-.16*
Stupid	-.16*	-.10	-.02	-.04	-.07
Delinquent	-.13*	-.13	.00	-.07	-.12
Self-Acceptance	.17*	.15*	.04	-.07	.01
Mainstream	.15*	.07	.09	-.04	.11

*Pearson r is significant at the .05 level.

Table VI presents the correlations of the demographic variables with labels applied by the primary groups of parents and peers. Appendix E contains a breakdown by school. Parental labels are not significantly correlated with any of the demographic variables. Two low

negative correlations are found with the peer labels: (1) stupid and year in school (-.13) and (2) delinquent and socio-economic status (-.15).

TABLE VI
A COMPARISON OF THE CORRELATIONS OF DEMOGRAPHIC VARIABLES
WITH PERCEIVED LABELS OF PRIMARY GROUPS

Group Labels	Year In School n=260	Race- Age n=162	Ethnic n=261	Head of Household n=260	Socio-economic Status n=214
Parents Think I am:					
Popular	-.06	-.07	.00	-.06	-.04
A Leader	-.07	-.04	-.02	-.05	.02
Masculine	.04	-.03	-.03	-.06	-.04
A Loser	-.07	-.02	-.09	-.09	-.08
Stupid	-.06	.03	-.06	-.07	-.06
Delinquent	-.11	-.11	-.06	-.09	-.09
Peers Think I am:					
Popular	.08	.13	-.01	-.08	.03
A Leader	.03	.04	-.04	-.10	.02
Masculine	.11	.11	-.06	-.07	.03
A Loser	-.06	.03	-.08	-.04	-.08
Stupid	-.13*	.05	-.06	-.09	-.09
Delinquent	-.08	.02	-.08	-.07	-.15*

*Pearson r is significant at the .05 level.

The correlation of the demographic variables with labels perceived to be applied by the secondary groups of teachers and adults are reflected in Table VII. See Appendix E for a breakdown by school. Year in school is negatively correlated with the teacher labels of

loser (-.14), stupid (-.15), and delinquent (-.12). Head of household is negatively correlated (-.13) with the teacher label of being a leader while socio-economic status is correlated with the teacher labels of popular (.13), leader (.19), and loser (-.13). Four negative correlations are found within the adult labels: (1) year in school with stupid (-.13) and delinquent (-.16) and (2) head of household with stupid (-.13) and delinquent (-.12).

In Tables V, VI, and VII which reflect the correlations of demographic variables with self-images, primary group labels, and secondary group labels, 27 out of a possible 160 correlations were found to be significant at the .05 level of confidence. The 17 percent of significant correlations is just slightly better than chance operating alone. It would appear that demographic variables do not adequately explain self-images and primary-secondary group labels; hence, the analysis will proceed by examining labels perceived by respondents to be applied by others.

TABLE VII

A COMPARISON OF CORRELATIONS OF DEMOGRAPHIC VARIABLES
WITH PERCEIVED LABELS OF SECONDARY GROUPS

Group Labels	Year In School n=260	Age n=162	Race- Ethnic n=261	Head of Household n=260	Socio-economic Status n=214
Teachers Think I am:					
Popular	.09	.12	-.02	-.05	.13*
A Leader	.07	-.01	-.05	-.13*	.19*
Masculine	.09	.04	-.07	-.08	.11
A Loser	-.14*	-.10	.01	-.04	-.13*
Stupid	-.15*	-.04	-.02	-.04	-.07
Delinquent	-.12*	-.04	-.03	-.09	-.09
Adults Think I am:					
Popular	.04	.09	.04	-.06	.02
A Leader	.03	.03	.00	-.09	.10
Masculine	.00	.02	-.05	-.05	.00
A Loser	-.08	-.04	-.07	-.05	-.06
Stupid	-.13*	-.06	-.01	-.13*	-.09
Delinquent	-.16*	-.08	.00	-.12*	-.07

*Pearson r is significant at the .05 level.

Evaluation of Hypothesis One

Hypothesis One: There is no relationship between positive labels (popular, leader, masculine) applied by primary groups (parents, peers) to self-images (specific, self-acceptance, mainstream).

The correlations of self-image scores with primary group positive labels are presented in Table VIII. All of the 18 correlations are significant at the .05 level of confidence. The parent and peer labels have a stronger correlation with specific self. By comparing parent

and peer labels to specific self, the peer labels are stronger on all specific self labels (popular = .66; leader = .66; masculine = .74). In fact with the exception of peer-leader and self-acceptance (.18), all the peer labels are stronger than parental labels.

TABLE VIII

CORRELATIONS OF SELF-IMAGE SCORES WITH POSITIVE LABELS
PERCEIVED TO BE APPLIED BY PRIMARY GROUPS

Positive Labels	PRIMARY GROUPS	
	Parents n = 264	Peers n = 264
Popular		
Specific Self	.49*	.66
Self Acceptance	.29	.26
Mainstream	.31	.40
Leader		
Specific Self	.51	.66
Self Acceptance	.23	.18
Mainstream	.30	.29
Masculine		
Specific Self	.60	.74
Self Acceptance	.16	.21
Mainstream	.33	.41

*With df = 262 a Pearson r of .12 is significant at the .05 level.

Self-acceptance has the lowest correlation to all labels while specific self has the highest correlation within all of the label categories. These differences are quite strong.

Correlations provide a statistical method by which the association between two variables may be noted. However, they do not indicate the exact level of the relationship (e.g., whether values are high or low). In order to more closely examine the relationship between self images and primary group positive labels, the means and standard deviations were calculated by labels and group. The classifications were further divided by collapsing the scores on the labels into two subdivisions and computing the scores for specific self labels, self-acceptance and mainstream. For example, the parent popular variable was divided into two groups: (1) those in which parents were perceived as defining the respondent as popular (scale values of 5, 6, 7) and those in which parents were perceived as labeling the respondent as unpopular (scale values of 1, 2, 3). Those indicating a response of "4" which approximates an undecided response were omitted.

Table IX reflects the perceived primary group labeling for popular, leader, and masculine. As might be expected, primary group labeling positively on these labels resulted in higher scores on the three dimensions of self-image. Peers appear to have a slightly higher influence than parents within the positive labeling categories (popular specific = 5.24, self-acceptance = 62.29, mainstream = 76.18; leader specific = 5.37, self-acceptance = 62.29, mainstream = 76.43; masculine specific = 5.91, self-acceptance = 62.24, mainstream = 76.02). When peers are perceived as labeling persons as 'not popular', the lowest value on specific self (2.72) occurs. Parents appear to have the strongest influence on self-acceptance (53.40) and mainstream (64.23). The same relationship exists for the label of leader. For the masculine label, peers exert a stronger relationship for specific self with the scores

for parents and peers on self-acceptance and mainstream being almost identical.

On the basis of the analysis, a null hypothesis of no relationship between positive labels applied by primary groups to self-images is not tenable. All of the eighteen correlations are significant at the .05 level of confidence indicating a strong relationship between the variables. When respondents perceived their primary groups as labeling them positively on the positive labels, the means of the self-image scores are considerably higher than when primary groups are perceived as labeling them negatively on the positive labels. Positive evaluation by primary groups on positive labels is strongly associated with high scores on specific self, self-acceptance, and mainstream self.

Evaluation of Hypothesis Two

Hypothesis Two: There is no relationship between positive labels (popular, leader, masculine) applied by secondary groups (teachers, adults) to self-images (specific, self-acceptance, mainstream)..

The correlations of self-image scores with secondary labels are presented in Table X. All of the 18 correlations are significant at the .05 level of confidence. The teacher and adult labels have a higher correlation with specific self as noted by popular (.63; .53), leader (.53; .46), and masculine (.68; .59). By comparing the categories of teachers and adults, teachers appear to exert a stronger relationship between measures of self-image on the three positive labels.

Within each positive label category, self-acceptance is the weakest dimension of self-image. Specific self indicates the strongest self-image dimension within each positive label category.

TABLE IX

A COMPARISON OF MEANS AND STANDARD DEVIATIONS ON SELF-IMAGE SCORES WHEN
PRIMARY GROUPS ARE PERCEIVED AS POSITIVELY AND NEGATIVELY LABELING
RESPONDENTS ON POPULAR, LEADER, AND MASCULINE

Label and Self-Image	PRIMARY GROUPS							
	Parents				Peers			
	Positive		Negative		Positive		Negative	
	\bar{X}	s	\bar{X}	s	\bar{X}	s	\bar{X}	s
Popular								
Specific Self	4.94	1.51	2.78	1.59	5.24	1.26	2.72	1.75
Self-Acceptance	62.65	10.60	53.40	11.30	62.78	11.10	55.46	11.00
Mainstream	75.04	10.95	64.23	10.94	76.18	11.00	65.11	10.74
	(n=164)		(n=40)		(n=134)		(n=54)	
Leader								
Specific Self	4.94	1.34	3.04	1.76	5.37	1.15	3.07	1.55
Self-Acceptance	62.34	11.61	56.98	9.57	62.29	11.72	58.10	9.71
Mainstream	74.97	11.68	68.46	9.75	76.43	11.07	67.71	10.04
	(n=155)		(n=54)		(n=118)		(n=73)	
Masculine								
Specific Self	5.56	1.58	3.35	1.58	5.91	1.19	3.12	1.56
Self-Acceptance	62.04	11.11	58.18	11.30	62.24	10.89	58.38	11.23
Mainstream	75.30	11.26	66.57	11.34	76.02	10.89	66.45	11.25
	(n=154)		(n=51)		(n=137)		(n=58)	

TABLE X
CORRELATIONS OF SELF-IMAGE SCORES WITH POSITIVE LABELS
PERCEIVED TO BE APPLIED BY SECONDARY GROUPS

Positive Labels	SECONDARY GROUPS	
	Teachers n = 264	Adults n = 264
Popular		
Specific Self	.63*	.53
Self-Acceptance	.26	.21
Mainstream	.41	.34
Leader		
Specific Self	.53	.46
Self-Acceptance	.19	.20
Mainstream	.34	.32
Masculine		
Specific Self	.68	.59
Self-Acceptance	.17	.17
Mainstream	.39	.33

*With $df = 262$ a Pearson r of .12 is significant at the .05 level.

The categories were collapsed as was previously done when considering hypothesis one. Table XI presents the means and standard deviations for the perceived secondary group labels of popular, leader, and masculine. When secondary groups are perceived as labeling positively on the positive labels, higher scores are noted on the three dimensions of self-image. For the label of popular, adults labeling positively appear to have a stronger relationship than teachers on specific self (5.28), self-acceptance (62.51), and mainstream (76.18). The relationship appears to exist when adults label negatively since the means are lower on self-acceptance (56.86) and mainstream (65.99). Negatively

labeling on the popular label by adults and teachers produces the same mean (2.93), with adults having a slightly higher standard deviation (1.76).

For the label of leader, teachers perceived as labeling positively produce higher scores than adults on specific self (5.11), self-acceptance (62.62), and mainstream (76.16). However, when adults are perceived as labeling respondents as "not a leader", a lower score is noted for the specific self (3.16). Teachers negative labeling on positive labels appear to have the stronger relationship than adults to self-acceptance (57.55) and mainstream (66.94).

For the label of masculine teachers perceived as labeling positively result in higher scores than adults on the three dimensions of self-image, specific self (5.98), self-acceptance (62.81), and mainstream (77.14). When teachers are perceived as labeling negatively on the positive label of masculine, lower scores are noted for self-acceptance (58.19) and mainstream (67.03). When adults are perceived as labeling negatively, a lower score on specific self (3.30) is noted.

On the basis of the analysis, the null hypothesis of no relationship between positive labels applied by secondary groups to self-images is not tenable. All of the 18 correlations are significant at the .05 level of confidence indicating a strong relationship between the variables. Positive labeling by teachers appears to have a slightly stronger association than adults for the labels of masculine and leader while positive labeling of adults have the stronger relationship for the label of popular. Perceived negative labeling by teachers on the labels of leader and masculine produces lower scores on self-acceptance and mainstream while specific self appears to be more strongly associated

TABLE XI

A COMPARISON OF MEANS AND STANDARD DEVIATIONS ON SELF-IMAGE SCORES WHEN SECONDARY GROUPS ARE PERCEIVED AS POSITIVELY AND NEGATIVELY LABELING RESPONDENTS ON POPULAR, LEADER, AND MASCULINE

Label and Self-Image	SECONDARY GROUPS							
	Teachers				Adults			
	Positive		Negative		Positive		Negative	
	\bar{X}	s	\bar{X}	s	\bar{X}	s	\bar{X}	s
Popular								
Specific Self	5.10	1.45	2.93	1.68	5.28	1.28	2.93	1.76
Self-Acceptance	62.34	11.51	57.22	10.31	62.51	11.04	56.86	11.48
Mainstream	75.96	11.16	66.46	10.61	76.18	10.67	65.99	11.28
	(n=140)		(n=46)		(n=121)		(n=70)	
Leader								
Specific Self	5.11	1.37	3.23	1.60	5.05	1.37	3.16	1.78
Self-Acceptance	62.62	10.83	57.44	11.64	62.04	11.84	58.22	10.16
Mainstream	76.15	10.34	66.94	10.55	75.91	11.01	68.63	9.13
	(n=117)		(n=77)		(n=129)		(n=49)	
Masculine								
Specific Self	5.98	1.24	3.38	1.57	5.71	1.43	3.30	1.82
Self-Acceptance	62.81	11.01	58.19	11.09	62.29	10.69	58.39	12.13
Mainstream	77.14	10.91	67.03	11.01	76.20	10.86	67.98	10.99
	(n=110)		(n=69)		(n=140)		(n=44)	

with adult negative labeling. Perceived negative labeling by adults on the label of popular produces lower scores on self-acceptance and mainstream with the means for specific self being the same for teachers and adults. The adult negative labeling of popular does, however, produce a slightly higher standard deviation (1.76) than does the teacher negative labeling (1.68)

Evaluation of Hypothesis Three

Hypothesis Three: There is no relationship between negative labels (loser, stupid, delinquent) applied by primary groups (parents, peers) to self-images (specific, self-acceptance, mainstream).

The correlations of self-image scores with perceived primary group negative labels are presented in Table XII. All of the 18 correlations are significant at the .05 level of confidence. The overall peer labels have a higher correlation than parent labels within all of the categories of specific self, self-acceptance, and mainstream. The highest correlation exists between peer label of delinquent and specific self (.70); the lowest correlation is found between peer label of stupid and self-acceptance (-.32). The peer labels have a stronger correlation to specific self (loser = .53; stupid = .66; delinquent = .70). As with the positive labels, peers are consistently higher than parents for the negative labels.

TABLE XII

CORRELATIONS OF SELF-IMAGE SCORES WITH NEGATIVE LABELS
PERCEIVED TO BE APPLIED BY PRIMARY GROUPS

Negative Labels	PRIMARY GROUPS	
	Parents n = 264	Peers n = 264
Loser		
Specific Self	.40*	.53
Self-Acceptance	-.25	-.33
Mainstream	-.31	-.49
Stupid		
Specific Self	.50	.66
Self-Acceptance	-.23	-.32
Mainstream	-.34	-.53
Delinquent		
Specific Self	.58	.70
Self-Acceptance	-.28	-.33
Mainstream	-.34	-.45

*With $df = 262$ a Pearson r of .12 is significant at the .05 level.

The highest correlation within the parents category is the label of delinquent and specific self (.58); the lowest relationship exists between the parent label of stupid and self-acceptance (-.23). As with the peer labels, labels of parents have a strong relationship to specific self (loser = .40; stupid = .50; delinquent = .58).

Self-acceptance has the lowest correlation to all labels. With the exception of parental label of loser and specific self (.40), specific self has the highest correlation within all the label classifications.

Again the categories were collapsed (see page 53 for explanation). Table XIII reflects the means and standard deviations on self-images for the labels of loser, stupid, and delinquent. When the primary groups are perceived as labeling negatively on the negative labels (e.g., parents perceived as not labeling respondent a loser), respondents' specific self indicates low scores on the negative labels. A low score on specific self negative labels indicates the respondents do not accept the negative label. When the primary groups are perceived as labeling positively on the negative labels (e.g., parents perceived as labeling the respondent a loser) substantially higher means are noted indicating the respondents acceptance of the negative labels.

When the parents are perceived as labeling negatively on the negative labels, the means of the specific self and parents' labels are:

(1) not a loser = 2.06, (2) not stupid = 1.56, and (3) not delinquent = 1.70. When the peers are perceived as labeling negatively on the negative labels, the means of the specific self and peer labels are:

(1) not a loser = 1.94, (2) not stupid = 1.46, and (3) not delinquent = 1.63.

Substantially higher means on specific self negative labels are noted when primary groups are perceived as labeling positively on the negative labels (e.g., groups are perceived as labeling the respondent a delinquent). The means on specific self and the parental labels are: (1) loser = 3.54, (2) stupid = 3.26, and (3) delinquent = 4.23. The means on specific self and peers' labels are: (1) loser = 3.96, (2) stupid = 4.17, and (3) delinquent = 4.45. Peer labels have the strongest relationship with specific self negative labels with delinquent being the highest (4.45).

TABLE XIII

A COMPARISON OF MEANS AND STANDARD DEVIATIONS ON SELF-IMAGE SCORES WHEN
PRIMARY GROUPS ARE PERCEIVED AS POSITIVELY AND NEGATIVELY LABELING
RESPONDENTS ON LOSER, STUPID, AND DELINQUENT

Label and Self-Image	PRIMARY GROUPS							
	Parents				Peers			
	Positive		Negative		Positive		Negative	
	X	s	X	s	X	s	X	s
Loser								
Specific Self	3.54	2.10	2.06	1.55	3.96	2.11	1.94	1.49
Self-Acceptance	56.39	7.93	61.84	11.43	53.71	11.93	61.95	10.91
Mainstream	66.82	10.87	74.08	10.94	61.96	11.37	74.97	10.34
	(n=28)		(n=207)		(n=28)		(n=196)	
Stupid								
Specific Self	3.26	2.05	1.56	1.34	4.17	2.02	1.46	1.13
Self-Acceptance	55.94	11.36	61.64	11.02	53.90	8.76	61.83	11.24
Mainstream	65.38	11.95	74.14	10.84	60.46	9.12	75.03	10.10
	(n=34)		(n=204)		(n=30)		(n=210)	
Delinquent								
Specific Self	4.23	1.98	1.70	1.39	4.45	2.01	1.63	1.30
Self-Acceptance	56.76	8.43	62.14	11.61	54.98	10.26	62.43	11.02
Mainstream	67.37	11.16	74.48	10.88	64.93	11.48	74.87	10.63
	(n=38)		(n=191)		(n=42)		(n=186)	

Peers appear to exert a stronger relationship than parents on the self-acceptance and mainstream. In all categories when peers are perceived as labeling positively, the scores are low. When peers are perceived as labeling negatively, the scores are higher than for the parental counterparts.

The statistical analysis indicates that the null hypothesis of no relationship between negative labels applied by primary groups to self images is not tenable. All of the 18 correlations are significant at the .05 level of confidence noting the strong relationship between the variables with peers being the strongest in each category. Peers appear to have substantially greater associations than parents on specific self, self-acceptance and mainstream. That is, when peers are perceived as labeling the respondent delinquent, the respondent is more likely to label themselves as delinquent and have lower scores on self-acceptance and mainstream than when the parents are perceived in the comparable manner.

Evaluation of Hypothesis Four

Hypothesis Four: There is no relationship between negative labels (loser, stupid, delinquent) applied by secondary groups (teachers, adults) to self-images (specific, self-acceptance, mainstream).

The correlations of self-image scores with secondary group negative labels are presented in Table XIV. As was noted in the analysis of the previous hypothesis, all of the 18 correlations are significant at the .05 level of confidence. Teacher negative labels are more highly correlated than adult labels on specific self and loser (.42), stupid

and self-acceptance (-.28), stupid and mainstream (-.41), specific self and delinquent (.54), and delinquent and mainstream (-.43). Adult negative labels are more highly correlated than teacher labels on loser and mainstream (-.42), specific self and stupid (.56), and delinquent and self-acceptance (-.30). The overall highest correlation is with adult-stupid and specific self (.56).

TABLE XIV
CORRELATIONS OF SELF-IMAGE SCORES WITH NEGATIVE LABELS
PERCEIVED TO BE APPLIED BY SECONDARY GROUPS

Negative Labels	SECONDARY GROUPS	
	Teachers n = 264	Adults n = 264
Loser		
Specific Self	.42*	.40
Self-Acceptance	-.35	-.35
Mainstream	-.41	-.42
Stupid		
Specific Self	.50	.56
Self-Acceptance	-.28	-.23
Mainstream	-.41	-.30
Delinquent		
Specific Self	.54	.42
Self-Acceptance	-.27	-.30
Mainstream	-.43	-.35

*With df = 262 a Pearson r of .12 is significant at the .05 level.

Self-acceptance has the lowest association within all of the categories of negative labels by teachers and adults. With the exception of adult-loser and mainstream (-.42), the highest relationship is specific-self within all of the categories of negative labels by teachers and adults.

Table XV presents the means and standard deviations for the perceived secondary group negative labels of loser, stupid, and delinquent. When both teachers and adults are perceived as labeling negatively on the negative labels (respondents are not losers, stupid, or delinquent), respondents' score lower on the negative labels. They are less likely to consider themselves as being a loser, stupid, or delinquent. The reverse is also found. When teachers and adults are perceived as labeling positively on the negative labels (respondents are losers, stupid, or delinquent), respondents score high on specific self negative labels. That is, they define themselves comparable to the teacher and adult labels on specific self.

Comparable relationships exist for self-acceptance and mainstream. When parents and teachers are perceived as labeling negatively on negative labels, respondents have higher scores on self-acceptance and mainstream than when parents and teachers label positively on the negative labels.

On the basis of this analysis the null hypotheses of no relationship between negative labels applied by secondary groups to self-images is not tenable.

TABLE XV

A COMPARISON OF MEANS AND STANDARD DEVIATIONS ON SELF-IMAGE SCORES WHEN SECONDARY GROUPS ARE PERCEIVED AS POSITIVELY AND NEGATIVELY LABELING RESPONDENTS ON LOSER, STUPID, AND DELINQUENT

Label and Self-Image	SECONDARY GROUPS							
	Teachers				Adults			
	Positive		Negative		Positive		Negative	
	X	s	X	s	X	s	X	s
Loser								
Specific Self	3.48	2.18	2.07	1.53	3.54	1.69	2.02	1.56
Self-Acceptance	53.88	10.96	61.91	10.80	53.68	9.67	62.19	11.11
Mainstream	64.68	12.51	74.04	10.80	63.14	8.23	74.56	10.74
	(n=25)		(n=207)		(n=28)		(n=196)	
Stupid								
Specific Self	3.26	2.35	1.52	1.23	4.00	1.78	1.50	1.23
Self-Acceptance	56.15	10.33	62.02	11.35	55.87	10.67	61.82	11.06
Mainstream	66.74	11.31	74.43	10.98	67.04	9.51	73.96	11.03
	(n=34)		(n=195)		(n=23)		(n=202)	
Delinquent								
Specific Self	3.91	2.33	1.70	1.33	3.21	2.02	1.82	1.57
Self-Acceptance	56.68	9.08	61.92	11.58	56.64	7.20	62.54	11.71
Mainstream	65.25	11.04	75.07	10.59	68.38	9.59	74.43	11.45
	(n=44)		(n=180)		(n=42)		(n=178)	

Evaluation of Hypothesis Five

Hypothesis Five: There is no relationship between the primary and secondary groups' (peers, parents, teachers, adults) application of positive and negative labels (popular, leader, masculine, loser, stupid, delinquent).

The correlations of ratings of primary and secondary groups on the positive labels are presented in Table XVI. All of the correlations are significant at the .05 level of confidence. For the popular label, teachers and peers have the strongest correlation (.71). The average correlation is highest for peers (.63) with teachers (.62) being slightly smaller.

For the leader label, parents and adults have the strongest relationship (.55). The average correlation is highest for parents (.50) while adults (.49) reflect slightly smaller relationships.

The masculine label reflects high correlations. There appears to be more agreement with masculine than any of the other labels (.71; .70; .70). Also, the average correlations for masculine (.65; .64; .66; .70) are higher than any of the other positive labels.

Primary and secondary groups' application of positive labels appear to relate the same. The weakest relationship is with the leader label while the masculine label indicates the strongest relationship among the positive labels and the highest of congruence among the labelers.

The correlations of ratings of primary and secondary groups on the negative labels are presented in Table XVII. As with the positive labels, all of the correlations are significant at the .05 level of confidence. The delinquent label has the highest of the overall

TABLE XVI

A COMPARISON OF THE CORRELATIONS OF PERCEIVED RATINGS OF
PRIMARY AND SECONDARY GROUPS BY POSITIVE LABELS

Correlation between the Evaluations of Popular

		1	2	3	4
Parents	1	-			
Peers	2	.60*	-		
Adults	3	.56	.57	-	
Teachers	4	.55	.71	.59	-
		(.57)**	(.63)	(.57)	(.62)

Correlation between the Evaluations of Leader

		1	2	3	4
Parents	1	-			
Peers	2	.48	-		
Adults	3	.55	.45	-	
Teachers	4	.48	.46	.46	-
		(.50)	(.46)	(.49)	(.47)

Correlation between the Evaluations of Masculine

		1	2	3	4
Parents	1	-			
Peers	2	.58	-		
Adults	3	.65	.64	-	
Teachers	4	.71	.70	.70	-
		(.65)	(.64)	(.66)	(.70)

*With $df = 262$ a Pearson r of .12 is significant at the .05 level.

**The numbers in parenthesis represent the mean of the columns when the matrix is filled in.

correlations with the strongest relationship existing between teachers and adults (.61). A slightly smaller relationship is indicated between adults and parents (.60). There appears to be more agreement for the

label of delinquent. This label also has the highest average correlations (.57; .55; .57; .61) of all the negative labels.

TABLE XVII
A COMPARISON OF THE CORRELATIONS OF PERCEIVED RATINGS OF
PRIMARY AND SECONDARY GROUPS BY NEGATIVE LABELS

Correlations between the Evaluations of Loser

		1	2	3	4
Parents	1	-			
Peers	2	.42*	-		
Adults	3	.47	.44	-	
Teachers	4	.32	.44	.45	-
		(.40)**	(.43)	(.45)	(.40)

Correlations between the Evaluations of Stupid

		1	2	3	4
Parents	1	-			
Peers	2	.50	-		
Adults	3	.48	.48	-	
Teachers	4	.50	.48	.46	-
		(.49)	(.49)	(.47)	(.51)

Correlations between the Evaluations of Delinquent

		1	2	3	4
Parents	1	-			
Peers	2	.56	-		
Adults	3	.60	.50	-	
Teachers	4	.56	.58	.61	-
		(.57)	(.55)	(.57)	(.58)

*With df = 262 a Pearson r of .12 is significant at the .05 level.

**The numbers in parenthesis represent the mean of the columns when the matrix is filled in.

For the negative labels, primary and secondary groups appear to have a strong agreement for label application. The weakest association exists for the label of loser with parents and adults indicating the largest amount of agreement. For the label of stupid, teachers labels are the strongest. The label of delinquent presents some interesting associations. There is more agreement with this label than with any of the other negative labels. The strongest agreement exists for teachers, adults, and parents while peer delinquent labels have a lesser relationship.

When comparing the positive and negative labels of primary and secondary groups, higher correlations indicating more relationship are within the positive labels than within the negative labels. The positive label of masculine and the negative label of delinquent has the highest relationship with primary and secondary groups labeling in a comparable manner. The delinquent label is associated with labeling by secondary groups and parents. The labels of delinquent and masculine are highly related to every other label.

In an attempt to determine which of the specific self positive and negative labels are more related to other labels, correlations of the ratings of self-images were computed. The results are presented in Table XVIII.

Mainstream self (.42) is most related to the other labels with the negative label of loser (.35) being the next highest. The least generalized labels are masculine (.26) and delinquent (.29). Not only are these two labels least generalized, but the correlation between them (-.11) is the only one that is not significant at the .05 level.

TABLE XVIII
A COMPARISON OF THE CORRELATIONS OF RATINGS
OF SELF-IMAGES

Self-Images		1	2	3	4	5	6	7	8
Specific Self:									
Popular	1	-							
Leader	2	.46*	-						
Masculine	3	.38	.35	-					
Loser	4	-.37	-.29	-.22	-				
Stupid	5	-.30	-.25	-.16	.41	-			
Delinquent	6	-.14	-.12	-.11	.37	.53	-		
Self-Acceptance	7	.36	.26	.19	-.39	-.32	-.31	-	
Mainstream	8	.40	.35	.41	-.43	-.39	-.43	.54	-
		(.34)**	(.30)	(.26)	(.35)	(.34)	(.29)	(.34)	(.42)

*With df = 262 a Pearson r of .12 is significant at the .05 level.

**The numbers in parenthesis represent the mean of the columns when the matrix is filled in.

The positive labels appear to generalize to other positive labels (.46; .38; .35), but they are less generalized to negative labels. Also the negative labels generalize to other negative labels (.41; .37; .53) and less to the positive labels. The highest label correlation exists between the negative labels of stupid and delinquent (.53).

The highest overall correlation exists between mainstream and self-acceptance (.54). Mainstream rates relatively high on all the labels, but particularly significant for the negative labels (loser = -.43; delinquent = -.43; stupid = -.39). Such is not the case for self-acceptance for the correlations are relatively lower than mainstream on both positive and negative labels. Self-acceptance and masculine has a correlation of .19 which is low.

On the basis of this analysis, the null hypothesis of no relationship between the primary and secondary group application of positive and negative labels is not tenable. There tends to be more agreement on the nature of the application within the category of positive labels. The primary and secondary groups tend to label in a comparable manner. The positive label of masculine and the negative label of delinquent has the weakest of all the correlations. Of all the labels, it is the only correlation which is not statistically significant. The delinquent label is most associated with secondary groups and the parents. The least generalized labels are masculine and delinquent. They appear to be operating independently of the other labels.

Hypothesis five indicated an association between primary and secondary group application of positive and negative labels. The next two hypotheses (six and seven) will investigate the nature of the relationship between positive and negative labels of primary - secondary groups to self-images. Hypothesis six is concerned with positive labels.

Evaluation of Hypothesis Six

Hypothesis Six: There is no relationship between the positive labels (popular, leader, masculine) applied by primary and secondary groups (peers, parents, teachers, adults) to self-images (specific, self-acceptance, mainstream).

The means of self-images were calculated when the groups were in varying degrees of congruence and incongruence as to the nature (agreement and disagreement) of the label application. The procedure included collapsing the Likert scale responses for each label into two groups: (1) those indicating agreement of varying degrees with the label (scale values 5, 6, 7) and (2) those indicating varying degrees of disagreement with the label application (scale values 1, 2, 3). The response of "4" which approximates an undecided response was omitted.¹

The nature of this analysis requires all of the group application of labels to be interdependent; therefore, if an undecided response of "4" is noted for peers, parents, teachers, or adults, the respondent will be excluded from the analysis for the label being analyzed. This reduced considerably the original sample size of 264. The number of responses remaining in this portion of the analysis is presented in Table XIX.

¹The self-image scores of the total sample were examined by changing the "4" responses to what may be considered a conservative estimate of their values. That is, the "4's" on the positive labels were included with the 1, 2, 3 responses which indicates "disagreement." The negative labels with a "4" response were categorized with the 5, 6, 7 agreement responses. The means on the self-image scores of the entire sample are presented for sake of information in Figures 7 through 12 in Appendix F.

TABLE XIX

NUMBER OF RESPONDENTS WHO WERE DECIDED ON APPLICATION
OF LABELS BY PRIMARY AND SECONDARY GROUPS

Label	Number of Responses Decided on Labels
Popular	120
Leader	109
Masculine	128
Loser	178
Stupid	190
Delinquent	<u>178</u>
n = 264	903

The average number of remaining responses for all the labels is 150 from the original sample. The negative labels have a relatively higher number of respondents (loser = 178; stupid = 190; delinquent = 178) than do the positive labels (popular = 120; leader = 109; masculine = 128). It appears that the respondents tend to be more certain in their perceptions of negative labels and are less certain regarding the positive labels.

The means of self-image scores with varying degrees of congruence and incongruence in the nature of the perceived application of the positive labels of popular, leader, and masculine are presented in Figures 1, 2, and 3.

Adults		+	+	-	-
Teachers		+	-	+	-
Peers	Parents				
+	+	1) n = 83 S = 5.53 A = 65.05 M = 78.40	2) n = 2 S = 6.00 A = 66.50 M = 78.50	3) n = 2 S = 5.50 A = 61.00 M = 70.50	4) n = 3 S = 4.33 A = 48.00 M = 64.00
		5) n = 1 S = 5.00 A = 28.00 M = 49.00	6) n = 0	7) n = 1 S = 4.00 A = 50.00 M = 71.00	8) n = 1 S = 2.00 A = 43.00 M = 47.00
-	+	9) n = 2 S = 5.00 A = 68.00 M = 72.00	10) n = 1 S = 2.00 A = 61.00 M = 74.00	11) n = 0	12) n = 4 S = 3.00 A = 57.00 M = 66.25
		13) n = 0	14) n = 3 S = 3.33 A = 51.67 M = 61.00	15) n = 0	16) n = 16 S = 1.56 A = 55.44 M = 62.69

Figure 1. A Comparison of the Ratings* of Self-Images** and Popular Labels when Primary and Secondary Groups Agree and Disagree in the Nature of Label Applications*** With Undecided Responses Omitted

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

		Adults			
		Teachers			
Peers	Parents	+	+	-	-
+	+	+	-	+	-
		1) n = 59 S = 5.76 A = 65.95 M = 80.89	2) n = 6 S = 5.17 A = 60.83 M = 71.50	3) n = 2 S = 6.50 A = 70.00 M = 82.50	4) n = 1 S = 3.00 A = 43.00 M = 63.00
		5) n = 4 S = 5.00 A = 50.75 M = 74.25	6) n = 2 S = 2.50 A = 37.00 M = 50.00	7) n = 1 S = 6.00 A = 56.00 M = 61.00	8) n = 2 S = 5.50 A = 63.50 M = 53.00
		9) n = 3 S = 5.67 A = 58.00 M = 68.33	10) n = 3 S = 3.33 A = 56.00 M = 66.67	11) n = 1 S = 4.00 A = 52.00 M = 75.00	12) n = 3 S = 3.67 A = 56.67 M = 65.67
		13) n = 1 S = 3.00 A = 62.00 M = 80.00	14) n = 2 S = 2.00 A = 51.00 M = 71.50	15) n = 2 S = 1.00 A = 57.50 M = 72.00	16) n = 17 S = 2.12 A = 58.94 M = 69.53

Figure 2. A Comparison of the Ratings* of Self-Images** and Leader Labels when Primary and Secondary Groups Agree and Disagree in the Nature of Label Applications***With Undecided Responses Omitted

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

		Adults				
		Teachers	+	+	-	-
Peers	Parents		+	-	+	-
+	+	1) n = 90	2) n = 1	3) n = 0	4) n = 1	
		S = 6.21	S = 7.00		S = 7.00	
		A = 63.57	A = 58.00		A = 38.00	
		M = 78.03	M = 82.00		M = 57.00	
+	-	5) n = 1	6) n = 0	7) n = 0	8) n = 4	
		S = 5.00			S = 4.25	
		A = 44.00			A = 60.75	
		M = 81.00			M = 60.00	
-	+	9) n = 4	10) n = 1	11) n = 1	12) n = 5	
		S = 5.25	S = 1.00	S = 2.00	S = 2.20	
		A = 62.00	A = 66.00	A = 42.00	A = 55.60	
		M = 67.25	M = 53.00	M = 58.00	M = 75.00	
-	-	13) n = 0	14) n = 2	15) n = 0	16) n = 18	
			S = 4.00		S = 2.22	
			A = 52.00		A = 60.67	
			M = 71.00		M = 68.00	

Figure 3. A Comparison of the Ratings* of Self-Images** and Masculine Labels when Primary and Secondary Groups Agree and Disagree in the Nature of Label Application*** With Undecided Responses Omitted

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

Cells 1 and 16 represent complete congruence between primary and secondary groups in the perceived nature of label application. That is, Cell 1 reflects primary and secondary groups agreement in the positive application of the label (e.g., all groups agree I am popular). Cell 16 indicates primary and secondary groups agreement in the negative application of the label (e.g., all groups agree I am not popular). The greatest percentage of respondents fall in these categories (popular = 75%; leader = 70%; masculine = 84%). The remaining cells which indicate varying degrees of incongruence meaning lack of agreement between groups in the nature of label application have such a small n that they elude analysis. It appears that incongruence is not a common thing for there is no frequency which consistently occurs among the other cells. There is strong evidence for the importance of congruence in primary and secondary group application of positive labels for cell 1 consistently has the highest scores for specific self, self-acceptance, and mainstream. That is, when primary and secondary groups are perceived to be in agreement in the positive application of positive labels, respondents score high on specific self, self-acceptance, and mainstream. Likewise, the self-image scores are lowest when there is perceived agreement with the negative application of positive labels. Respondents appear to agree on the positive and negative evaluation of positive labels. On this basis the null hypothesis of no relationship between the positive labels applied by primary and secondary groups to self-images is not tenable.

Evaluation of Hypothesis Seven

Hypothesis Seven: There is no relationship between negative labels (loser, stupid, delinquent) applied by primary and secondary groups (peers, parents, teachers, adults) to self-images (specific, self-acceptance, mainstream).

The means of self-image scores with varying degree of congruence and incongruence in the nature of the application of the negative labels are presented in Figures 4, 5, and 6.

Cells 1 and 16 indicate complete congruence between the primary and secondary groups in the perceived nature of the label application. For the positive labels these cells represented the highest frequency. Such is not the case for the negative labels. Cell 16 has the greatest frequency, but cell 1 does not have the next highest frequency as did the positive labels. This denotes incongruence between the positive and negative labels. Cell 16 which denotes negative congruence between primary and secondary groups reflects the greatest number of respondents who score lower on the acceptance of the label of loser and stupid and highest on self-acceptance and mainstream. As might be expected when primary and secondary are perceived to be congruent on the negative application of a negative label (e.g., I am not a loser), there is a tendency to reject the specific negative label as indicated by low scores on specific self and have high scores on self-acceptance and mainstream self.

When teachers and parents are congruent with peers and adults, considerably higher scores for specific self, which indicates an acceptance of the negative label, and lower scores on self-acceptance

		Adults				
		Teachers	+	+	-	-
Peers	Parents		+	-	+	-
+	+	1) n = 2 S = 5.50 A = 57.00 M = 60.50	2) n = 1 S = 5.00 A = 47.00 M = 52.00	3) n = 1 S = 7.00 A = 36.00 M = 59.00	4) n = 4 S = 4.25 A = 56.25 M = 69.00	
		5) n = 3 S = 3.00 A = 46.33 M = 59.33	6) n = 0	7) n = 1 S = 5.00 A = 66.00 M = 78.00	8) n = 5 S = 1.40 A = 67.60 M = 64.20	
-	+	9) n = 0	10) n = 0	11) n = 0	12) n = 6 S = 2.83 A = 58.00 M = 75.33	
-	-	13) n = 2 S = 3.00 A = 46.00 M = 56.50	14) n = 5 S = 1.40 A = 52.80 M = 70.60	15) n = 8 S = 2.25 A = 58.25 M = 74.88	16) n = 140 S = 1.66 A = 64.26 M = 76.82	

Figure 4. A Comparison of the Ratings* of Self-Images** and Loser Labels when Primary and Secondary Groups Agree and Disagree in the Nature of the Label Application*** With Undecided Responses Omitted

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while "-" indicates a low rating.

Adults		+	+	-	-
Teachers		+	-	+	-
Peers	Parents				
+	+	1) n = 2 S = 5.00 A = 58.00 M = 64.00	2) n = 2 S = 3.50 A = 45.50 M = 63.00	3) n = 2 S = 7.00 A = 54.00 M = 67.00	4) n = 1 S = 1.00 A = 65.00 M = 54.00
		5) n = 2 S = 4.50 A = 51.50 M = 60.00	6) n = 0	7) n = 1 S = 4.00 A = 41.00 M = 58.00	8) n = 5 S = 1.80 A = 59.40 M = 58.20
		9) n = 1 S = 1.00 A = 55.00 M = 74.00	10) n = 0	11) n = 3 S = 2.00 A = 65.33 M = 69.33	12) n = 8 S = 2.00 A = 57.38 M = 72.00
		13) n = 1 S = 7.00 A = 53.00 M = 70.00	14) n = 4 S = 2.50 A = 64.75 M = 76.50	15) n = 11 S = 1.91 A = 58.91 M = 69.55	16) n = 147 S = 1.19 A = 63.23 M = 76.63

Figure 5. A Comparison of the Ratings* of Self-Images** and Stupid Labels When Primary and Secondary Groups Agree and Disagree in the Nature of the Label Application*** With Undecided Responses Omitted

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

		Adults	Teachers	Peers	Parents
		+	+	-	-
		+	-	+	-
		1) n = 10	2) n = 2	3) n = 2	4) n = 1
		S = 4.70	S = 4.00	S = 7.00	S = 4.00
		A = 55.20	A = 59.00	A = 54.00	A = 49.00
		M = 64.40	M = 69.50	M = 67.00	M = 75.00
		5) n = 3	6) n = 2	7) n = 2	8) n = 7
		S = 4.00	S = 4.00	S = 4.00	S = 3.29
		A = 60.33	A = 48.00	A = 68.00	A = 54.14
		M = 66.67	M = 52.50	M = 64.00	M = 68.29
		9) n = 2	10) n = 2	11) n = 0	12) n = 3
		S = 3.00	S = 2.50		S = 4.00
		A = 57.00	A = 61.50		A = 60.33
		M = 75.00	M = 65.00		M = 70.00
		13) n = 5	14) n = 5	15) n = 4	16) n = 128
		S = 2.00	S = 1.00	S = 2.50	S = 1.26
		A = 55.80	A = 53.80	A = 64.00	A = 64.41
		M = 71.80	M = 77.80	M = 63.00	M = 76.98

Figure 6. A Comparison of the Ratings* of Self-Images** and Delinquent Labels When Primary and Secondary Groups Agree and Disagree in the Nature of the Label Application*** With Undecided Responses Omitted

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

and mainstream are noted. This is reflected in cells 12 (parents positive application of negative labels) and 15 (teachers positive application of negative labels). It is difficult to examine the self-image scores when peers and adults are incongruent (cells 2 and 5) because of the small frequency. What this does indicate is that a greater number of respondents report incongruency between parents and teachers on the positive application of the negative labels of loser and stupid; consequently, this incongruence results in greater acceptance of the negative label as indicated by higher scores on specific self and a smaller degree of self-acceptance and mainstream.

Figure 6 presents the matrix for the negative label of delinquency. 83% of the respondents occur in cells 1, 7, and 16 with cells 1 and 16 which reflects congruency having the greater frequency. When primary and secondary groups are perceived to be in agreement as to the negative application of the label of delinquent (cell 16), there is a tendency to score lower on specific self (indicating a rejection of the label) and higher scores on self-acceptance and mainstream than when the groups are congruent on the positive application of the negative label (cell 1). When peers are perceived as labeling one as delinquent and parents, adults, and teachers are incongruent (cell 8), the scores for specific self and mainstream fall between the scores of cells 1 and 16. It is interesting to note, however, that the self-acceptance score (54.14) is considerably lower for this group. This may reflect a strong peer influence for self-acceptance when considering the label of delinquent.

There appears to be a pattern of congruence for the negative application of the negative labels of loser and stupid for it is this group

which was the highest frequency and reflects the most positive scores on self-images. For these labels teachers and parents appear to be significant when they are incongruent with the other groups by labeling positive on the negative labels. It is within these categories that the greater frequency is noted.

For the label of delinquent, congruence among primary and secondary groups in the positive and negative application of the label and incongruence of peer positive label application has significant consequences for the three dimensions of self-image.

When considering positive and negative labels, congruence in application of labels by primary and secondary groups is of utmost importance. This is particularly true when there is positive congruence for the positive labels and negative congruency for the negative labels. The consistency is greater when there is agreement on positive labels than when there is agreement on negative labels. When persons are labeled positively on positive labels, there appears to be higher scores on self-acceptance and mainstream than when persons are labeled negatively on negative labels. Congruence of positive label application seemingly is of importance. For specific self, the means on the negative labels are higher than the means for the positive labels. When primary and secondary groups agree in the negative application of negative labels, persons tend to be more sure of the rejection of the negative label within their specific self dimension of self-image.

As previously noted, incongruency among label applications appears to be infrequent. The important element appears to be congruence, particularly positive congruence (e.g., All groups think I am masculine" is of greater importance than "All groups think I am not masculine".).

There appears to be greater consistency of scores with agreement on positive labels than with agreement on negative labels. Persons tend to generalize positive and negative evaluation of negative labels. On the basis of this analysis the null hypothesis of no relationship between negative labels applied by primary and secondary groups to self-images is not tenable.

Factor Analysis of Self-Images and Primary-Secondary Labeling

Methodology of Factor Analysis

Factor analysis is a multivariate method of analysis in which the basic purpose is ". . .to help the researcher discover and identify the unities or dimensions, called factors, behind many measures" (Kerlinger, 1973:150). This powerful and general method of analysis is of particular importance in exploratory studies for as Rummel (1970) states:

It can reduce complex linkages to a relatively simple linear expression, and it can uncover unsuspected relationships which may at first seem startling but later appear to be common sense. . . Factor analysis is a substitute for the laboratory. It enables the social scientist to untangle interrelationships, to separate different sources of variation, and to control undesirable influences on the variables of concern (Rummel, 1970:31).

Factor analysis provides the opportunity for the researcher to locate, identify, and interpret unities underlying a large number of variables. According to Kerlinger (1973):

Factor analysis is a method of determining the number and nature of the underlying variables among larger numbers of measures. More succinctly, it is a method for determining underlying variables (factors) from n sets of measures, k being less than n . It may also be called a method for extracting common factor variances from sets of measures (Kerlinger, 1973:659).

This exploratory research with its primary purpose of examining the relationship of positive and negative labeling by primary and secondary groups to self-images is seemingly well suited for the use of factor analysis. As the previous analysis indicates, the 32 variables relating to the primary research objective are interrelated, both empirically and theoretically. However, it is not known if the variables share common factor variance or if there is a relationship between factors. Factor analysis will approach these unknowns by determining the number, nature, and relationship of underlying variables (factors).

The first step in the procedure is to develop an intercorrelation matrix (R) of the 32 variables relating to self-images and labeling by primary and secondary groups. A correlation coefficient can be interpreted as the cosine of the angle between two vectors that stand for the variables concerned (Harmon, 1960:62).

The second step of factor analysis involves the extraction of eigenroots and vectors from the intercorrelation matrix. There are various techniques for extracting the roots and vectors (Kerlinger, 1973:667-670; Morrison, 1967:259-276; Veldman, 1967:207-209). The procedure of extraction used in this factor analysis is the principal components analysis in which only factors with eigenvalues exceeding 1.0 when the correlation matrix is factored will be retained. That is, roots are extracted automatically in the order of their size and will cease if the root of less than one percent is noted. The eigenvectors are presented as normalized factor-loading vectors. This results in a factor-loading matrix which has maximized the variance in each successive column of the matrix.

The third step of the procedure involves the factor-loading matrix which contains coefficients (loadings) that express the relationship between the variables and the underlying factors. The factor loadings with a range of scores from -1.00 to +1.00 reflect the correlations between the variables and factors. A variable is factorally "pure" if it loads on only one factor while it is considered factorally "complex" if the loadings are distributed among the factors. The extent to which a variable is "pure" or "complex" is reflected in the factor loading. The sum of squares of the variable factor loadings is called "communalities" which reflects common factor variance. This coefficient will be a maximum of 1.0 (100 percent) only when all of the variance of the particular variable is completely accounted for by the extracted factors (Veldman, 1973:214). It may be logically compared to explained variation of regression.

The fourth step of the factor analysis procedure is concerned with rotation of the factor axes. Rotation is necessary for it is generally difficult, if not impossible, to interpret the original factor matrix. Kerlinger (1973:671) notes that original factor matrices are arbitrary in the sense that an infinite number of reference frames (axes) can be found to reproduce any given correlation matrix. Because the configurations of variables in factor space is of fundamental concern, the arbitrary reference axes is rotated to determine these configurations. Orthogonal varimax rotation of factor axes is utilized in which "each possible pair of factor vectors is rotated to maximize the column variance criterion in turn until a complete pass through all combinations does not result in any rotations of more than one degree" (Veldman, 1967:214). Orthogonal rotations maintain independence of the factors

by keeping the angle between the axes at 90 degrees. When the right angle between the axes is maintained, the correlation between the factors is assumed to be zero. The varimax rotated factor-loading matrix results in a higher-level conceptual ordering of the covariance of the original intercorrelated variables. Factors are then named and an attempt to interpret them empirically and theoretically is made.

There are no exact rules for determining the necessary sample size when using factor analysis. Kerlinger (1973:681) suggests using "as large samples as possible" with the rule-of-thumb being ten respondents for each variable analyzed. Factor loadings require large n's to "wash out error variance". This research with a sample size of 264 and analyzing 32 variables has somewhat fewer subjects than the rule-of-thumb estimate of 320.

As with sample size, there is no generally accepted standard error for factor loadings. Kerlinger (1973:662) states a crude rule is to use an "r" value that is significant for the sample size of the study while Cliff and Hamberger (1967) recommend using $1/\sqrt{N}$. Some studies use an arbitrary .30 or .40. With a sample size of 264, an "r" of .12 is significant at the .05 level of confidence. Using Cliff and Hamberger's formula, significant factor loading would be .06. Considering the exploratory nature of this research, the traditional arbitrary value of .30 will be used to determine "significant" loadings.

Factor Analysis Interpretation

The 32 variables concerning self-images and group labels were intercorrelated and the correlations factor analyzed with the principal components method. Eight factors were extracted whose roots

(eigenvalues) were greater than 1. Table XX presents significant factor loadings for each variable. The entire factor matrix is presented in Appendix G.

Factor I appears to be a factor of general labeled self. All of the variables load on this factor. It is interesting from a methodological standpoint that the labels which were assumed to be negative (loser, stupid, delinquent) in this research have substantial negative loadings. At the same time the labels assumed to be positive (popular, leader, masculine) have positive loadings. Since Factor I has positive and negative loadings, it is considered bipolar. This means that all the variables measure, to a considerable degree, something in common (Factor I), but popular, leader, masculine labels, self-acceptance and mainstream measure the positive aspect of the factor while labels of loser, stupid, and delinquent measure the negative aspect of general labeled self (Factor I).

The nature of subclusters of items is more clearly evidenced by rotation; therefore, the factors were rotated orthogonally with the varimax method producing eight rotated factors. Table XXI reflects the significant loadings. The entire factor loadings are presented in Appendix G.

Factor A accounts for 11.9 percent of the total explained variance. The bipolar factor has significant loadings on self-acceptance (.61) and mainstream (.54) with negative labels loading negatively. All negative labels by self and also by peers appear to hang together. The secondary groups have significant loadings only for the label of loser (adults = $-.40$; teachers = $-.41$). Factor A which they may be called "Mainstream-Acceptance Self" indicates that the negative labels hang

TABLE XX
UNROTATED FACTOR LOADINGS OF VARIABLES

n = 264

VARIABLES	FACTORS							
	I	II	III	IV	V	VI	VII	VIII
<u>Self-Images</u>								
<u>Specific Self</u>								
Popular	.61	.32	-	-	-.31	-	-	-
Leader	.54	.40	-	-	-	-.31	-	-
Masculine	.52	.46	.49	-	-	-	-	-
Loser	-.57	-	-	-	-	-	.36	-
Stupid	-.61	.36	-	-	-	-	-	-
Delinquent	-.53	.50	-	-	-.32	-	-	-
Self-Acceptance	.53	-	-	-	-	-	-.42	-
Mainstream	.73	-	-	-	-	-	-	-
<u>Peer Labels</u>								
Popular	.62	.35	-.37	-	-	-	-	-
Leader	.50	.44	-	-	-	-	-	-
Masculine	.55	.47	.44	-	-	-	-	-
Loser	-.59	.37	-	-	-	-	-	-
Stupid	-.62	.45	-	-	-	-	-	-
Delinquent	-.56	.48	-	-	-	-	-	-.32
<u>Parent Labels</u>								
Popular	.56	-	-.35	-	-	.37	-	-
Leader	.53	.33	-	.30	.51	-	-	-
Masculine	.55	.44	.38	-	-	-	-	-
Loser	-.50	.38	-	-	-	-	-	.33
Stupid	-.52	.37	-	-	-	-	-	.52
Delinquent	-.55	.45	-	-	-	-	-	-
<u>Adult Labels</u>								
Popular	.58	.38	-	.42	-	-	-	-
Leader	.51	.41	-	.34	-	-.32	.31	-
Masculine	.48	.51	.42	-	-	-	-	-
Loser	-.54	.44	-	-.36	-	-	-	-
Stupid	-.54	.42	-	-	.34	.35	-	-
Delinquent	-.53	.46	-	-.43	-	-	-	-
<u>Teacher Labels</u>								
Popular	.65	.37	-	-	-	-	-	-
Leader	.48	.46	-	-	-	-.32	-	-
Masculine	.56	.54	.42	-	-	-	-	-
Loser	-.56	.30	-	-	-	-	-	-
Stupid	-.55	.33	-	-	-	-	-.35	-
Delinquent	-.60	.39	-	-	-	-	-	-.33

TABLE XXI

FACTOR ANALYSIS OF VARIABLES WITH ORTHOGONAL VARIMAX ROTATION ON ALL FACTORS
n = 264

Variables	FACTORS								Commun- alities (h ²)
	Acceptance Mainstream	Mainstream Masculinity	Social Acceptance	Generalized Other	Leadership	Nondelinquent	Rational Self	Parental Antipathy	
	A	B	C	D	E	F	G	H	
<u>Self-Images</u>									
Specific Self									
Popular	-	-	-.75	-	-	-	-	-	.72
Leader	-	-	-	-	.76	-	-	-	.73
Masculine	-	.82	-	-	-	-	-	-	.77
Loser	-.73	-	-	-	-	-	-	-	.67
Stupid	-.33	-	-	-	-	-	-.63	-	.64
Delinquent	-.32	-	-	-	-	-.73	-	-	.71
Self-Acceptance	.61	-	-	-	-	-	-	-	.53
Mainstream	.54	.31	-	-	-	.36	-	-	.65
<u>Peer Labels</u>									
Popular	-	-	-.78	-	-	-	-	-	.76
Leader	-	-	-	-	.72	-	-	-	.67
Masculine	-	.80	-	-	-	-	-	-	.75
Loser	-.62	-	-	-	-	-.31	-.31	-	.64
Stupid	-.41	-	-	-	-	-	-.50	-	.65
Delinquent	-.32	-	-	-	-	-.78	-	-	.74
<u>Parent Labels</u>									
Popular	-	-	-.68	-	-	-	-	-.43	.74
Leader	-	-	-	-	.68	-	-	-.39	.78
Masculine	-	.78	-.30	-	-	-	-	-	.78
Loser	-	-	-	-	-	-.32	-	.65	.68
Stupid	-	-	-	-	-	-	-.68	.49	.76
Delinquent	-	-	-	-	-	-.70	-	-	.68

Table XXI (Continued)

Variables	FACTORS								(h ²)
	Acceptance Mainstream	Mainstream Masculinity	Social Acceptance	Generalized Other	Leadership	Nondelinquent	Rational Self	Parental Antipathy	
	A	B	C	D	E	F	G	H	
<u>Adult Labels</u>									
Popular	-	-	-.63	.46	.32	-	-	-	.79
Leader	-	-	-	.35	.67	-	-	-	.71
Masculine	-	.80	-	-	-	-	-	-	.80
Loser	-.40	-	-	-.73	-	-	-	-	.81
Stupid	-	-	-	-.69	-	-	-.53	-	.82
Delinquent	-	-	-	-.64	-	-.58	-	-	.78
<u>Teacher Labels</u>									
Popular	-	-	-.77	-	-	-	-	-	.78
Leader	-	-	-	-	.65	-	-	-	.66
Masculine	-	.81	-	-	-	-	-	-	.79
Loser	-.41	-	-	-	-	-	-.44	-	.57
Stupid	-	-	-	-	-	-	-.73	-	.68
Delinquent	-	-	-	-	-	-.76	-.35	-	.77
Variance	2.74	3.92	3.28	2.18	3.02	3.61	2.79	1.49	
% of Total Variance	11.88	17.03	14.24	9.48	13.11	15.67	12.11	6.48	

together and relate strongly to selfs, particularly to the relatively pure variable of self-acceptance. The negative label of particular importance is loser. Self-acceptance and mainstream appear to be composed of negative application of negative labels (e.g., "You are not a loser").

Factor B which accounts for the greatest amount of the total explained variance (17 percent) reflects all masculine labels, which are factorally pure and the factorally complex variable of mainstream self. This "Mainstream-Masculine" factor seemingly indicates an important relationship between mainstream self and the positive label of masculinity, independent of the source of the label.

Factor C which may be referred to as "Social Acceptance" denotes high negative loadings on all the labels of popular. This relationship exists for specific self and for the primary-secondary groups. That is, on this factor all primary and all secondary groups load together with the specific label of popular. Significant but to a lesser degree, is the parental label of masculine (-.30).

The "Generalized Other" Factor D has loadings for all the adult labels except masculine. The negative labels (loser = -.73; stupid = -.69; delinquent = -.64) have higher bipolar loadings than do the positive labels (popular = .46; leader = .35). It is interesting to note that the most distinct secondary group examined in this research, that of adults in the community, appears to have both positive and negative labels which hang together to form an empirical construct of "generalized other".

Factor E which may be referred to as "Leadership" as it relates fairly high significant positive loadings on the leader variable by

peers (.72), by parents (.68), by adults (.67), by teachers (.65), and by self (.76). The specific self and peer labels are factorially pure.

The "Nondelinquent" Factor F which accounts for 15.7 percent of the total explained variance indicates significantly high negative loadings on delinquent for specific self (-.73), peers (-.78), parents (-.70), adults (-.58), and teachers (-.76). Significant to a lesser degree are the primary groups labels of loser (peers = -.31; parents = -.32). The negative loadings on these variables are also associated with a positive loading on mainstream self (.36).

Factor G accounting for 12.1 percent of the explained variance notes a dimension of "Rational Self" having negative loadings on stupid by self (-.63), by peers (-.50), by parents (-.68), by adults (-.53), and by teachers (-.73). All of the teacher negative labels (loser = -.44; stupid = -.73; delinquent = -.35) also load on the rational self factor.

The "Parental Antipathy" Factor H has bipolar loadings with the positive labels (popular = -.43, leader = -.39) and negative labels (loser = .65; stupid = .49) by parents. The parental label of loser is of particular importance on this factor which accounts for the least amount of the total explained variance (6.5 percent).

From the factor analysis, several conclusions appear to be warranted: (1) with exception of the parental labels, the labels appear to be much more distinct than the labelers, (2) the negative labels tend to hang together better than the positive labels, (3) the most important labels for mainstream self appear to be 'not being a loser', 'not being delinquent', and 'being masculine', (4) self-acceptance is particularly

related to the label of 'not being a loser', and (5) adult positive and negative labels which reflect the most distinct secondary groups load together on one factor.

Analysis of Self-Image Scores When Operational-
ized Labels are Considered Desirable
and Undesirable

For the purpose of this research, positive labels were operationally defined as popular, leader, and masculine while negative labels were defined as loser, stupid, and delinquent. As noted in Chapter IV all labels are not considered to be necessarily evaluated and defined identically by all persons. There is considerable evidence to indicate that "delinquent" may indeed be a positive label which serves to enhance one's self-image (Tangri and Schwartz, 1967; Quinney, 1970; Miller, 1958). To examine this possibility more closely, self-image scores were compared when the respondent and when the primary groups (peers, parents) were perceived as considering the operationalized labels as desirable (positive) and undesirable (negative). The categories were collapsed according to their perceptions of how the groups labeled them (e.g., my peers consider "delinquent" desirable and they define me as a delinquent compared to my peers consider the label desirable and define me as "non-delinquent"). The labels of popular, leader, and masculine are presented in Table XXII.

When one's self, peers and parents consider the label desirable and respondents are labeled positively (e.g., popular is desirable and I am labeled popular by myself, peers, and parents), higher scores on specific self, self-acceptance, and mainstream are noted. This relationship

TABLE XXII

A COMPARISON OF MEANS ON SELF-IMAGE SCORES WHEN ASSUMED POSITIVE LABELS ARE CONSIDERED POSITIVE AND NEGATIVE BY SELF AND PRIMARY GROUPS

Labels considered by:		SELF				PEERS				PARENTS			
Desirability:		YES		NO		YES		NO		YES		NO	
Label	Label applied:	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Popular													
	Specific Self	5.80	1.97	5.69	1.93	5.34	2.88	4.33	2.38	5.10	2.89	3.69	2.54
	Self-Acceptance	64.36	52.32	63.31	56.89	62.30	55.88	60.08	54.31	62.88	53.07	60.85	54.08
	Mainstream	77.06	62.68	71.31	66.43	76.62	65.18	73.17	64.92	75.96	63.52	68.77	65.09
		(n=106)	(n=31)	(n=16)	(n=28)	(n=119)	(n=40)	(n=12)	(n=13)	(n=146)	(n=27)	(n=13)	(n=13)
Leader													
	Specific Self	5.70	2.45	5.89	1.84	5.43	3.26	5.19	2.82	5.01	3.26	4.50	2.18
	Self-Acceptance	63.09	57.45	63.00	55.44	63.30	59.90	56.19	55.61	62.71	57.05	58.86	55.64
	Mainstream	76.84	60.00	66.00	67.36	77.80	68.98	68.69	66.07	75.87	68.81	66.93	67.18
		(n=116)	(n=38)	(n=9)	(n=25)	(n=99)	(n=42)	(n=16)	(n=28)	(n=139)	(n=42)	(n=14)	(n=11)
Masculine													
	Specific Self	6.13	2.18	5.85	2.24	5.96	3.11	5.59	3.09	5.70	3.43	4.15	3.14
	Self-Acceptance	62.67	56.89	58.77	62.94	63.06	59.42	57.06	56.81	62.45	57.03	58.08	62.14
	Mainstream	76.41	64.89	70.77	67.65	77.38	67.08	67.65	65.43	76.91	63.71	59.54	73.21
		(n=135)	(n=28)	(n=13)	(n=17)	(n=117)	(n=36)	(n=17)	(n=21)	(n=139)	(n=35)	(n=13)	(n=14)

exists between the three labels and the primary groups. When the label is considered desirable and the respondents perceive they do not possess the label, their scores are considerably lower. It is interesting to note that when comparing the labels considered desirable and undesirable with respondents perceiving they are labeled with the trait (e.g., I consider popular desirable and I am labeled popular compared to I consider popular undesirable and I am labeled popular), only slight differences are noted on the self-image scores. The group which defines the label as desirable has slightly higher scores, but the differences are not impressive. That is, for the category "popularity is desirable and I am popular" the specific self = 5.80, self-acceptance = 64.36, and mainstream = 77.06 compared to the category "popularity is undesirable and I am popular" which has a specific self = 5.69, self-acceptance = 63.31, and mainstream = 71.31. The greatest differences appear to occur for mainstream self.

The assumed negative labels of loser, stupid, and delinquent self-image scores, collapsed into desirable and undesirable categories, are presented in Table XXIII.

When one's self, peers and parents consider the label undesirable and respondents are labeled negatively (e.g., delinquent is an undesirable trait and I am not labeled delinquent by self, peers, and parents), lower scores are noted for specific self (indicating they do not label themselves in this manner) and higher scores are noted for self-acceptance and mainstream self. This relationship exists between the three labels and both primary groups. When the label is considered desirable and the respondents perceive they do not possess the label, their scores are considerably lower (e.g., for the category "delinquent

TABLE XXIII

A COMPARISON OF MEANS ON SELF-IMAGE SCORES WHEN ASSUMED NEGATIVE LABELS ARE CONSIDERED POSITIVE AND NEGATIVE BY SELF AND PRIMARY GROUPS

Label	Labels considered by:											
	SELF				PEERS				PARENTS			
	Desirability: YES		NO		YES		NO		YES		NO	
Label applied:	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Loser												
Specific Self	6.00	1.75	5.79	1.52	4.40	2.67	3.87	1.90	3.60	2.75	3.52	2.04
Self-Acceptance	51.00	55.50	53.13	62.66	49.80	52.92	54.57	62.54	54.80	57.50	56.74	62.13
Mainstream	54.00	63.75	63.76	74.99	51.80	68.25	64.17	75.41	57.40	63.50	68.87	74.66
	(n=2)	(n=4)	(n=33)	(n=190)	(n=5)	(n=12)	(n=23)	(n=184)	(n=5)	(n=8)	(n=23)	(n=196)
Stupid												
Specific Self	5.63	1.40	5.76	1.20	4.30	1.38	4.00	1.46	4.67	2.25	2.89	1.54
Self-Acceptance	51.38	60.80	52.38	62.10	54.00	51.15	53.17	62.69	52.33	55.38	57.00	61.94
Mainstream	62.25	60.60	65.05	74.58	56.00	68.92	62.61	75.51	62.17	63.00	66.19	74.69
	(n=8)	(n=5)	(n=21)	(n=204)	(n=10)	(n=13)	(n=18)	(n=194)	(n=6)	(n=8)	(n=27)	(n=194)
Delinquent												
Specific Self	6.00	2.09	6.04	1.28	4.56	2.82	4.38	1.44	4.50	2.25	4.10	1.68
Self-Acceptance	54.78	59.00	54.88	62.79	55.06	58.50	54.92	63.29	61.13	61.50	55.66	62.39
Mainstream	60.22	68.45	64.68	75.46	64.67	71.45	65.13	75.67	63.50	66.25	68.62	75.11
	(n=2)	(n=11)	(n=25)	(n=179)	(n=18)	(n=22)	(n=24)	(n=158)	(n=8)	(n=8)	(n=29)	(n=179)

is undesirable and I am not labeled delinquent", specific self = 1.28, self-acceptance = 62.79, and mainstream = 75.46 compared to the category "delinquent is desirable and I am not delinquent" which has a specific self = 2.09, self-acceptance = 59.00, and mainstream = 68.45). As with the labels of popular, leader, and masculine, the greatest difference appears to occur within the mainstream self scores.

When the label is considered desirable and one perceives they are positively labeled (e.g., delinquent is a desirable characteristic and I am delinquent), there is little difference between the scores for specific self (6.00) and self-acceptance (54.78) and when the label is considered undesirable and one perceives they are positively labeled (e.g., delinquent is undesirable and I am delinquent) which has scores for specific self (6.04) and self-acceptance (54.88). Slight differences are noted for mainstream self (60.22 compared to 64.68). As with the positive labels, there appears to be little consequences for self-images of specific self and self-acceptance when persons consider a dominant negative label as positive. Scores are quite similar to when the dominant negative label is considered to be negative. On the basis of this analysis, it is felt that the operationalized positive and negative labels for this research are a reasonable, but not perfect, assumption.

Summary

This chapter has attempted to evaluate seven hypotheses relating to the relationship between positive and negative labeling by primary and secondary groups to self-images. All of the seven null hypotheses were rejected in somewhat of a complicated manner. An attempt was made to

briefly summarize the findings at the end of each evaluation. The findings will be organized and considered in greater detail in the following chapter.

In addition to evaluating the seven hypotheses, the 32 variables which relate to the primary purpose of the research were factor analyzed. This produced eight factors extracted from the intercorrelation matrix and rotated orthogonally which were identified as: (1) Acceptance-Mainstream, (2) Mainstream Masculinity, (3) Social Acceptance, (4) Generalized Other, (5) Leadership, (6) Nondelinquent, (7) Rational Self, and (8) Parental Antipathy. Further implications of these factors will be presented in Chapter VI.

Finally, the operationalized positive and negative labels were examined when considering the respondents' perceptions of the desirability and undesirability of each of the labels and how each were perceived as being applied to themselves. Scores for the three dimensions of self-image indicated slight, but not impressive, differences. This too will be further discussed in the next chapter.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Introduction

The last thirty years have observed the developing of a "new" formal approach in the study of deviancy. The labeling perspective, which emphasizes "societal reactions", takes a relativistic viewpoint of deviancy by indicating that it is created by the social audiences who perceive, evaluate, and define behavior. Deviance is in the "eyes of the beholder" in that it is the social reaction to an act or actor that creates and maintains deviancy. This process of social typing is achieved through the application of stigmas and stereotypes utilizing primarily negative labels. Labels tend to become "self-fulfilling prophecies" in the sense that persons may begin to define themselves in terms of the labels and may become "the thing he is described as being". Persons become labeled through social reaction; they become aware of and interpret the labels; they may revise their self-concepts to conform to their perceptions of the labels. In this sense, W. I. Thomas' dictum of "saying it's so, makes it so" is maintained.

Labeling research has tended to: (1) focus on the individual as a passive agent, (2) generate research which is strongly attached to qualitative analysis, (3) emphasize the negative consequences of labeling while ignoring the area of positive labeling, and (4) focus on labeling

within secondary group environments. This cross-sectional quantitative research seeks to examine the relationship of positive and negative labeling by primary and secondary groups to self-images.

Data was collected through questionnaires of a random sample of 264 male, high school students in two Oklahoma high schools in metropolitan fringe areas which were predominantly white and had a juvenile training institution in the school district. This target population was selected for it was felt that persons with official negative labels would have a greater probability of being included in the sample. The size of the sample was deemed appropriate to represent the target population.

Three dimensions of self-image utilized as the dependent variables in the study were developed. The dimensions were: specific labeled self, self-acceptance, and mainstream self. The scales were considered to be reliable through the use of the Kuder-Richardson test of internal consistency reliability. Primary groups were operationally defined as peers and parents while secondary groups were teachers and adults in the community. The labels which were deemed important from the pretest were categorized into positive labels (popular, leader, masculine) and negative labels (loser, stupid, delinquent). Primary and secondary group labels were considered as the independent variables. Seven specific hypotheses were examined. Each of the hypotheses will be presented with a brief summary of the findings in the next section. This is followed by conclusions drawn from the analysis coupled with suggestions for future research.

The Findings

Labeling theory purports the relationship of label application and self-images. Within this framework, seven hypotheses were developed to examine the relationship of perceived positive and negative labeling by primary and secondary groups to three dimensions of self-images. Each of the seven null hypotheses were rejected at the .05 level of significance. In addition the 32 variables of self-image and positive-negative labels applied by primary and secondary groups were examined by the method of factor analysis. The testing of each hypothesis and the factor analysis will be summarized in this section.

Hypothesis one was concerned with the relationship of positive labels applied by primary groups to the three dimensions of self-image. The correlations of all of the 18 variables are significant at the .05 level of confidence. When peers and parents are perceived as labeling respondents positively, considerably higher scores are noted than when the primary groups are perceived as negatively labeling. Peers have a stronger influence than parents for the specific and mainstream dimensions of self-image. Parents appear to have a strong relationship to the respondents' self-acceptance. In general, perceived positive labeling by primary groups on positive labels is associated with high scores on specific self evaluations, self-acceptance, and mainstream self.

The relationship of positive labels applied by secondary groups to self-images was the major concern of hypothesis two. As with the previous hypothesis, all of the 18 correlations are accepted at the .05 level of confidence. Positive labeling by teachers seems to have a

slightly stronger association than adults in the community on the three dimensions of self-image. As with positive labeling by primary groups, secondary group positive labels have the strongest relationship to mainstream self and specific self. The weakest dimension of self-image appears to be self-acceptance with the lowest scores being associated with the masculine label.

By comparing the positive labeling by the groups of peers, parents, teachers, and adults in the community, peers and teachers are slightly associated with high scores on specific self positive labels and on mainstream self. Self-acceptance appears to be most related to parental labels. These differences are, however, slight. In general, it would appear that the differences in positive labeling by primary and secondary groups are not too great. Primary and secondary groups seemingly have the same relationship for positive labeling and self-images. Peers and teachers seem to make more difference on specific self. Self-acceptance is the weakest dimension of self-image.

Hypotheses three and four are concerned with negative labeling by primary and secondary groups. As with the previous hypotheses, all of the correlations are statistically significant. The peer labels have stronger relationships than parent labels for the three dimensions of self-image. The strongest relationship exists between peer and specific self delinquent labels. That is, when peers are perceived as labeling respondents as a delinquent, the respondents are more likely to label themselves as delinquent. Self-acceptance is the weakest dimension of self-image when considering negative labeling by primary groups and by secondary groups. Of the two primary and the two secondary groups,

negative labels by peers have the strongest relationship to specific self, to self-acceptance, and to mainstream.

In a comparison of positive and negative labeling by primary and secondary groups, specific self appears to be more highly related to application of positive labels. Self-acceptance and mainstream appear to be more of a function of negative labels. This trend is fairly consistent throughout the analysis. Negative labels appear to be more influential to self-images than the positive labels. This relationship holds for the defined negative labels of loser, stupid, and delinquent and for the negative application of positive labels. That is, self-acceptance and mainstream dimensions of self-image are largely a function of negative labels and the most positive of "positive strokes" appears to be, for example, indicating someone is not a loser, not stupid, or not delinquent.

Hypothesis five examined the relationship between primary and secondary groups' application of positive and negative labels. For the negative labels, primary and secondary groups appear to have strong agreement in the nature of label application. There is more agreement with the label of delinquent than with any other negative label. The delinquent label is most associated with secondary groups and then with parents. The least generalized labels are masculine and delinquent. They appear to be operating more uniquely than the other labels.

The relationship between positive labels applied by both primary and secondary groups to self-images was the concern of hypothesis six. The analysis of this hypothesis was particularly concerned with varied degrees of perceived congruence and incongruence in the application of positive labels. It appears that incongruence is not a common thing

(e.g., very few subjects identified incongruence between the groups). The greatest frequency occurs when primary and secondary groups agree in the positive application of the positive labels (e.g., all groups agree that I am popular, a leader, or masculine). The next highest frequency occurs when primary and secondary groups are perceived to be in agreement in the negative application of the positive labels (e.g., all groups agree I am not popular, a leader, or masculine). When primary and secondary groups agree in the positive application of positive labels, respondents score high on specific self, self-acceptance, and mainstream self. The self-image scores are lowest when there is congruence in the negative application of positive labels.

Hypothesis seven was concerned with the negative labels applied by both primary and secondary groups to self-image scores. There is an indication of a pattern of congruence for the negative application of the labels of loser and stupid (e.g., all groups agree I am not a loser) as noted by the highest frequency and the most positive scores on self-images. That is, respondents tend also to reject the negative label and have high scores on self-acceptance and mainstream self. For the label of delinquency, congruence among primary and secondary groups in the positive and negative application of the label and incongruence of peer positive label application, has important consequences for the three dimensions of self-image.

When considering positive and negative labels, perceived congruence in the nature of the label application by primary and secondary groups seems to have important consequences for self-images. When there is agreement on the positive application of positive labels (e.g., all groups agree that I am popular), there are higher scores on

self-acceptance and mainstream self than when persons are labeled negatively on negative labels (e.g., all groups agree that I am not a loser). For specific self, the scores are greater for the negative labels than for the positive labels. It would appear that persons are more keenly aware of negative labels than they are of positive labels.

The 32 variables relating to self-images and group labels were intercorrelated and rotated orthogonally utilizing the varimax method. This resulted in eight rotated factors which were conceptualized to be: (1) Mainstream-Acceptance Self, (2) Mainstream Masculine, (3) Social Acceptance, (4) Generalized Other, (5) Leadership, (6) Nondelinquent, (7) Rational Self, and (8) Parental Antipathy. From the factor analysis five general conclusions may be apparent: (1) with the exception of the parental labels, the labels appear to be more distinct than the labelers, (2) the negative labels tend to load together better than do the positive labels, (3) mainstream self is particularly associated with 'not being a loser', 'not being delinquent', and 'being masculine', (4) self-acceptance is particularly related to the label of 'not being a loser', and (5) adult positive and negative labels hang together reflecting the most distinctive secondary group in this study.

The self-image scores were examined when the operationalized positive and negative labels were perceived as being desirable and undesirable by respondents and by primary groups. In general, when a label is considered desirable and one perceives they are labeled positively (e.g., loser is a desirable characteristic and I am a loser), there is little difference in the self-image scores than when the label is considered undesirable and one perceives they are positively labeled (e.g., loser is an undesirable characteristic and I am a loser). Slight

differences are noted for mainstream self; however, specific self and self-acceptance are relatively unchanged. Scores are quite similar to when the dominant negative label is considered to be positive.

Conclusions

This research has attempted to examine the relationship of perceived positive and negative labeling by primary and secondary groups to three dimensions of self image. It has focused on hypotheses which were deduced from the analysis of limitations of labeling theory suggested by Thorshell and Klemke (1972): (1) labeling tends to focus on the individual as a passive agent, (2) research has tended to be only qualitative, (3) the emphasis has been on the negative consequences of labels, (4) the impact of labeling may differ in primary and secondary groups, and (5) the focus has been on secondary deviance. An additional limitation may be noted: little attention has been given to the consequences of positive labels. This quantitative research of high school males in school districts located in urban fringe areas which contain a juvenile training institution has attempted to examine seven hypotheses. All of the null hypotheses were rejected.

While a longitudinal study would be required to more closely approach this question, the results of this study would support the phenomenon of self-fulfilling prophecy occurring for negative labeling. When primary and secondary groups are perceived as negatively labeling persons, this is strongly associated with negative self labels. Peers appear to exert the strongest influence of the two groups. Likewise, when groups positively label respondents, this is related to positive self labels with high scores on specific self, mainstream, and

self-acceptance. Of the three dimensions of self-image, the weakest relationships are with self-acceptance. Self-acceptance appears to be operating more independently of the other dimensions and labels. And labels tend to be more important than the labelers when related to self-image.

There appears to be evidence of the positive consequences of positive labels to self-images (e.g., my groups consider me popular and I consider myself popular), but the scores are not as high as when one is negatively labeled on negative labels (e.g., my groups do not consider me a loser). This may suggest that "positive strokes" are more effective when negating negative labels. Labeling theory suggests that negative labels are the more important and this analysis tends to support that belief.

Considering the differing impact of labeling among primary and secondary groups, this analysis tends to suggest that labels and labeling are generalized within the groups. Self-acceptance does, however, tend to be associated with parental labels while specific self and mainstream self tend to be more a function of peers, teachers, and adults. Self-acceptance and mainstream self are more a function of negative labels. The least generalized labels are masculine and delinquent. Of all the correlations examined in the study, the association between masculine and delinquent is the only one which was not statistically significant. It would appear that the belief that being delinquent is masculine is not supported with this research.

In Lemert's (1967) analysis of primary and secondary deviance, it is suggested that when persons are stigmatized and negatively labeled, there is a psychic change which results in a deviant self-image. This

research tends to support this belief for when persons are perceived as being labeled negatively (deviant), there is an impressive lowering of scores on all three dimensions of self-image. That is, persons tend to accept the negative labels and score low on self-acceptance and mainstream. Lemert does suggest, however, that there is a degree of accepting (self-acceptance) when persons ultimately define and label themselves deviant. They organize their lives around their deviancy and accept themselves as deviants. While the self-acceptance scores tend to be lowest among the respondents which are negatively labeled, the scores are quite low when compared to those of specific and mainstream self. That is, persons do specifically define themselves as deviants and have corresponding low scores on mainstream, but the differences among self-acceptance scores are quite impressive. The high degree of self-acceptance, as suggested by Lemert, is not found. And in addition, self-acceptance tends to be operating somewhat independently of the other two dimensions of self-image (specific self and mainstream self).

In the examination of positive labels, it was noted that they tend to be associated with positive self images. Positive labels, however, tend to be less important than negative labels for self-images. The greatest difference occurs when persons are negatively labeled on the negative labels (e.g., my groups and I do not consider myself a loser). There may have been a negotiation process in which the labelers and labelees interacted within the labeling process, but the consequences of such a process is that when groups consider persons as negative, their self-images tend to correspond to the stigmatizing label.

This cross-sectional research has not approached the possibility of a negotiating process. In a critical analysis of labeling theory,

Spitzer (1972) suggests that the more intensive and extensive the definitions of self as deviant, the greater the likelihood of label internalization. This research tends to support the proposition. When the social audiences (peers, parents, teachers, adults) agree with the nature of the negative label application, these evaluations (labels) seem to be accepted as relevant by the actor. Respondents tend to have high specific self scores which indicates an acceptance of the negative label and low scores on mainstream self and self-acceptance. Spitzer (1972) does suggest that:

...the more intensive and extensive the definitions of self as deviant, the greater the likelihood of (1) decreased evaluations of self and (2) increased evaluations of the deviant role (Spitzer, 1972:3).

This research tends to support the belief that the more intensive (high scores on the negative labels) and extensive (both primary and secondary groups) definitions of deviant are associated with a decrease in the scores of mainstream self and high scores on specific self which indicates an accepting of the negative self label. It does not, however, suggest an "increased evaluation of the deviant role". When the operationalized negative labels were defined as positive by the respondents and their primary groups, there was little differences in the scores for self-images. It would appear that the evaluations of the primary and secondary groups are accepted by the respondents as relevant to the evaluations of self independent of their personal definitions of whether the label is positive or negative. This tends to support the belief in the "self-fulfilling prophecy" in which persons tend to internalize those traits which are imposed upon them. This internalization, however, is not associated with the :

self-acceptance dimension of self-image. Self-acceptance tends to be associated with the label of 'not being a loser'. Positive labels appear to have little consequence for self-acceptance.

Suggestions for Further Research

This research has generally supported the assumption of labeling theory concerning the importance of negative labels and self-images. This analysis has rested upon the social psychological level of analysis. Schur (1971) notes three levels on which labeling may be observed: (1) the interpersonal relations, (2) collective rule-making, and (3) organizational processing. In general labeling research has tended to focus on the organizational processing level. In essence, if a more complete picture of the labeling process is to be attained, all of the three levels need to be considered. An analysis of the nature of social organization (collective rule-making) should be examined as a foundation for organizational processing and interpersonal relations. For example, as Spitzer (1972) suggests, the proposition that the more intensive and extensive the definitions of self deviancy, the greater the structural pressures become for increased deviance. Also the relationship concerning the transforming process from the time one is initially labeled to the time one approaches secondary deviancy needs investigation.

Labeling theory assumes that externally supplied labels are more important than personal behavior for the definitions of self. Becker (1963) indicates that a public negative label is antecedent to the negative self evaluation. That is, external stimuli are the independent variables while conforming behavior is viewed as the dependent variable. Machie (1972) challenges this assumption and notes that

stereotypes (labels) are not necessarily inaccurate categorizations of behavior. Likewise, Akers (1968) notes that the labeling process is not completely arbitrary and unrelated to the behavior of the labelees. Also, Goffman (1959) suggests that persons engage in impression management. They do not act as reflections of their social mirrors, but they actively manipulate their images. Reckless and Dinitz (1967) regard self-concepts as the independent variable while deviant behavior is viewed as dependent. In the containment theory, they view the self as acting as a buffer and inner containment against deviant behavior. A "good" self-concept insulates male juveniles from the structural pressures toward deviancy. It should be noted, however, that Reckless does not define a good self-concept (Jensen, 1972). This cross-sectional survey study cannot approach the dilemma of whether self-concept is an independent or dependent variable. A more comprehensive panel study could approach the question.

Along the same line, Glaser (1971:42-43) suggests that implanting and engulfing of negative labels is not necessarily a one-way action. Several alternatives are open to the labeled individual: (1) the label may be accepted and behavior adjusted to coincide with the label, (2) the individual may try to change behavior so as to avoid or reject the deviant label, and (3) labeling may enhance and perpetuate deviancy. A longitudinal study might also examine these alternatives within the labeling process.

This research tends to support the idea of the importance of secondary group labeling in the sense that adults in the community, which most closely approximated a secondary group, had positive and negative labels which loaded together. There is a need for a closer

examination of secondary group relationships. For example, teachers and adults in the community were selected to represent secondary groups. Some of the overlooked labeling agents, such as police or juvenile court personnel, may be important. It would seem that these groups could be of importance, particularly for the delinquent label. It might also be suggested that various primary and secondary groups may have differing degrees of influence for various labels, such as police being most influential for delinquent label, while fathers may be most important for masculine label. While peers, parents, teachers and adults were considered to be primary and secondary groups, it is not known the extent to which this is valid. Further research may wish to allow respondents to define their specific primary and secondary groups or approach the issue from a reference group perspective.

The six positive-negative labels examined in this study were not conceptually defined by the respondents. That is, the masculine label was considered, but it is not known what composite of traits which the label may be composed. It would appear that this would be a fruitful direction for further research, particularly for the labels of delinquent and masculine. Broverman, et al. (1972:63) suggests that the masculine sex-role stereotype consists of such characteristics as being very aggressive, very independent, dominant, active, logical, etc. Coleman (1961) suggests that important characteristics of popularity for male adolescents are being a leader, high grades, and being athletic. There is a grave need to examine sex role composition of both males and females. Broverman, et al. (1972:75) notes that masculine traits are more often perceived to be desirable than are stereotypically feminine characteristics, and "since more feminine traits are negatively

valued than are masculine traits, women tend to have more negative self-concepts than men". It goes without saying that such areas are in dire need of examination. Along the same line, a comparison of label definitions, evaluations and the labeling process of varied racial-ethnic groups would be warranted. Heiss and Owens (1972) in a study of self-evaluations of Blacks and Whites suggested that Blacks would score higher on traits (labels) which were of little concern to the Whites with whom a Black interacts, and would score lower on the traits "which are subject to frequent evaluation by Whites". While these hypotheses were both accepted and rejected in a somewhat complicated manner, they are mentioned only to point out some methodological limitations of such studies. For example, the traits were categorized by the researchers as to how they believed Blacks and Whites would classify traits. Also, this study examined "traits in which Blacks were subject to frequent evaluation by Whites" and largely ignoring those traits for which Blacks may have had little concern. When examining the variable of "attractiveness to opposite sex", they found no significant racial differences in the lower socio-economic groups and found higher socio-economic Blacks scoring significantly higher on the variables.

Heiss and Owens' (1972) interpretation noted that:

...it may be that higher-status blacks receive unusually high evaluations on this trait because of the association between status and light skin and the traditional high evaluation of such skin...blacks do not consider themselves unattractive as would be predicted on the basis of the older view (Heiss and Owens, 1972:26).

Research such as this indicates a definite need for the examination of labeling definitions and evaluations within the categories of social and cultural minority groups.

The survey population for this research was all male high school students in predominantly white schools in Oklahoma towns with one high school with an average daily attendance of between 850 and 1,000 students with a private juvenile training institution in the school district on March 15, 1974. Not only do suggestions for further research include studying females and varied ethnic and racial groups, but the size of the high school and community should also be varied. It appears logical that the labeling process may be different in a large, urban environment than in a small, rural community. This research could, in fact, be considered the preliminary stage of a stratified study controlling for community size and public-private juvenile institutions.

The three scales which were constructed by the writer to measure the self-image dimensions of specific labeled self, self-acceptance, and mainstream self reflected a high degree of internal consistency reliability as noted by the Kuder-Richardson test. The validity of such scale items, however, should be examined. For example, the "known groups" procedure of testing for validity utilizing males in high security, state institutions would seemingly be useful. Not only could such a study approach a validity test of the scales, but it might also provide interesting insights into the labeling of those groups who more closely approximate "secondary deviants". It is recommended that two items be deleted from the mainstream self scale to allow for a more simple comparison of the dimensions of self-image. If the scale is to be used again, the items, "I often get disgusted with myself" and "I often make excuses for myself" might be deleted. They have the lowest correlation values with the scale totals.

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APPENDIX A

ATTITUDE SURVEY IN HIGH SCHOOLS

ATTITUDE SURVEY IN HIGH SCHOOLS

The purpose of this research is to become acquainted with how young people behave and feel about themselves. Please read and answer each question. The information will be combined with research from other schools to gain a general understanding of young people; therefore, do not indicate your name and school.

1 Year in school: (1) 9th ___ (2) 10th ___ (3) 11th ___ (4) 12th ___

Your age: ___

4 Your race: (1) Black ___ (2) Brown ___ (3) Indian ___ (4) White ___

5 Who is the head of your household (For example: mother, father, grandmother, etc.)?

6 What is the job of the head of your household?

Exactly what kind of work does he (she) do?

The following items are concerned with how you feel about yourself. Please indicate your degree of acceptance or rejection of the items in this section by circling only one of the numbers of the scale.

SELF-ACCEPTANCE SCALE

	Strongly Disagree						Strongly Agree
7 I accept myself the way I am.	<u>1</u>	2	3	4	5	6	7
8 I'm proud of the qualities that I have.	<u>1</u>	2	3	4	5	6	7
*9 I often make excuses for myself.	<u>1</u>	2	3	4	5	6	7
10 I'm glad to be the person I am.	<u>1</u>	2	3	4	5	6	7
*11 I only half-believe in myself.	<u>1</u>	2	3	4	5	6	7
*12 I often get disgusted with myself.	<u>1</u>	2	3	4	5	6	7
13 I have a high opinion of myself.	<u>1</u>	2	3	4	5	6	7

Self-Acceptance Scale (Continued)

	Strongly Disagree						Strongly Agree
*14 I often wish I was someone else.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
15 I feel that I'm as good as anyone else.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
16 On the whole, I am satisfied with myself.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
*17 Thinking back, in a good many ways I don't think I've liked myself very well.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
*18 I wish I could have more respect for myself.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

*Items are to be reversed.

MAINSTREAM SELF SCALE

19 Others value my opinion.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
20 I have a lot of self control.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
21 I am courteous to others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
*22 I will probably be unsuccessful in the career which I choose.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
*23 I am unpopular with people my own age.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
*24 I am more unhappy than others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
25 I'm proud of my school work.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
26 I can compete well with others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
*27 I am an irresponsible person.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
28 I have a lot of ambition.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
29 When participating with others, I do my share.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
30 Others may depend on me.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
31 I enjoy working with others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
32 I consider myself masculine.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

*Items are to be reversed.

SPECIFIC SELF

I AM:

33 Popular	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
34 Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Specific Self (Continued)

	Strongly Disagree						Strongly Agree
35 Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
36 Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
37 Stupid	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
38 Masculine	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

PERCEIVED PRIMARY AND SECONDARY GROUP LABELS

MY PEERS (FRIENDS ABOUT MY AGE)
THINK I AM:

39 Popular	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
40 Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
41 Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
42 Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
43 Stupid	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
44 Masculine	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

MY PARENTS THINK I AM:

45 Popular	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
46 Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
47 Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
48 Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
49 Stupid	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
50 Masculine	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

THE ADULTS IN MY COMMUNITY THINK I AM:

51 Popular	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
52 Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
53 Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
54 Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
55 Stupid	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
56 Masculine	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Perceived Primary and Secondary Group Labels
(Continued)

	Strongly Disagree						Strongly Agree
<u>MY TEACHERS THINK I AM:</u>							
57 Popular	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
58 Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
59 Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
60 Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
61 Stupid	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
62 Masculine	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

PERCEIVED DESIRABILITY AND UNDESIRABILITY OF LABELS

Which of the following are desirable and undesirable to you? Check each item.

	<u>Desirable</u>	<u>Undesirable</u>
63 Being Popular	_____	_____
64 Being a Loser	_____	_____
65 Being a leader	_____	_____
66 Being a Delinquent	_____	_____
67 Being Stupid	_____	_____
68 Being Masculine	_____	_____

Which of the following would your PARENTS consider desirable and undesirable for you? Check each item.

69 Being Popular	_____	_____
70 Being a Loser	_____	_____
71 Being a Leader	_____	_____
72 Being a Delinquent	_____	_____
73 Being Stupid	_____	_____
74 Being Masculine	_____	_____

Perceived Desirability and Undesirability
of Labels (Continued)

	<u>Desirable</u>	<u>Undesirable</u>
Which of the following would your <u>PEERS</u> (friends about your age) consider desirable and undesirable for you? <u>Check each item.</u>		
75 Being Popular	_____	_____
76 Being a Loser	_____	_____
1 Being a Leader	_____	_____
2 Being a Delinquent	_____	_____
3 Being Stupid	_____	_____
4 Being Masculine	_____	_____

APPENDIX B

CODING AND KEY PUNCH INSTRUCTIONS - LABELS

CODING AND KEY PUNCH INSTRUCTIONS - LABELS

The first task is to make sure all questions have been answered and the answers are consistent with proper categories of responses. If incomplete or inconsistent answers are found, check with Delores or Dr. Dodder.

Coding involves the assignment of numerical values to variables. For the most part this will simply require punching the number of response to an item in the IBM card; in other cases it will require determining the correct code.

After the questionnaires are coded, the codes will be punched onto IBM cards. The punched cards will then be verified. Most of the appropriate IBM column numbers correspond to the number beside the item on the questionnaire. These instructions assign IBM column numbers to each variable and give criteria for determining the code of each variable. Write the correct code on the questionnaire beside the appropriate column number when necessary.

<u>IBM Column</u>	<u>Variable</u>
1	YEAR IN SCHOOL Punch the number of the response in the code space.
2,3	AGE Punch the age in years.
4	RACE Punch the number of the response in the code space.
5	HEAD OF HOUSEHOLD Code: 1 - Mother, 2 - Father, 3 - Grandmother, 4 - Grandmother, 5 - Other.
6	SOCIOECONOMIC STATUS Code: 1 - Unskilled worker, laborer, farm worker 2 - Semiskilled worker (machine operator) 3 - Service worker (policeman, fireman, barber, etc.) 4 - Skilled worker or craftsman (carpenter, electrician, plumber, etc.) 5 - Salesman, bookkeeper, secretary, office worker, etc. 6 - Owner, manager, partner of a small business, military commissioned officer.

- 7 - Professional requiring a bachelor's degree (engineer, elementary or secondary school teacher, etc.)
- 8 - Owner, high-level executive-large business or high-level government agency
- 9 - Professional requiring an advanced college degree (doctor, lawyer, college professor, etc.)

The question regarding the exact kind of work will assist in assigning the appropriate code.

The largest number represents the highest socioeconomic status.

<u>IBM Column</u>	<u>Variable</u>
7, 18	SELF ACCEPTANCE SCALE Punch the response number circled.
19, 32	MAINSTREAM SELF SCALE Punch the response number circled.
33, 38	SPECIFIC SELF SCALE Punch the response number circled.
39, 44	PERCEIVED PEER LABELS Punch the response number circled.
45, 50	PERCEIVED PARENT LABELS Punch the response number circled.
51, 56	PERCEIVED ADULT LABELS Punch the response number circled.
57, 62	PERCEIVED TEACHER LABELS Punch the response number circled.
63, 68	POSITIVE AND NEGATIVE LABELS - SELF Punch 1 if desirable; 2 if undesirable.
69, 74	POSITIVE AND NEGATIVE LABELS - PARENTS Punch 1 if desirable; 2 if undesirable.
75, 76	POSITIVE AND NEGATIVE LABELS - PEERS Punch 1 if desirable; 2 if undesirable.
77	DECK NUMBER Punch 1.
78, 80	IDENTIFICATION On the top of each questionnaire, a number has been assigned to identify each subject. Punch this three digit number in the code space.

<u>IBM</u>	
<u>Column</u>	<u>Variable</u>
1, 4	POSITIVE AND NEGATIVE LABELS - PEERS Punch 1 if desirable; 2 if undesirable.

APPENDIX C

PRETEST QUESTIONNAIRE

PRETEST QUESTIONNAIRE

ATTITUDE SURVEY IN HIGH SCHOOLS

The purpose of this research is to become acquainted with how young people behave and feel about themselves. Please read and answer each question. The information will be combined with research from other schools to gain a general understanding of young people; therefore, do not indicate your name and school.

Year in school: 8 9 10 11 12 Your age: _____

Your race: 1 Black ____ 2 Brown ____ 3 Indian ____ 4 White ____

What is the job of the head of your household?

Exactly what kind of work does he (she) do?

Instructions: The following items are concerned with how you feel about yourself. Please indicate your degree of acceptance or rejection of the items in this section by circling only one of the numbers of the scale.

	Strongly Disagree							Strongly Agree
I accept myself the way I am.	<u>1</u>	2	3	4	5	6	7	
I'm proud of the qualities that I have.	<u>1</u>	2	3	4	5	6	7	
I often make excuses for myself.	<u>1</u>	2	3	4	5	6	7	
I'm glad to be the person I am.	<u>1</u>	2	3	4	5	6	7	
I only half-believe in myself.	<u>1</u>	2	3	4	5	6	7	
I often get disgusted with myself.	<u>1</u>	2	3	4	5	6	7	
I have a high opinion of myself.	<u>1</u>	2	3	4	5	6	7	
I often wish I was someone else.	<u>1</u>	2	3	4	5	6	7	
I feel that I'm as good as anyone else.	<u>1</u>	2	3	4	5	6	7	
On the whole, I am satisfied with myself.	<u>1</u>	2	3	4	5	6	7	

	Strongly Disagree						Strongly Agree
Thinking back, in a good many ways I don't think I've liked myself.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I wish I could have more respect for myself.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Others value my opinion.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I have a lot of self control.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I am courteous to others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I will probably be unsuccessful in the career which I choose.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I am unpopular with people my own age.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I am more unhappy than others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I'm proud of my school work.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I can compete well with others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I am an irresponsible person.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I have a lot of ambition.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
When participating with others, I do my share.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Others may depend on me.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
I enjoy working with others.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
My physique is masculine.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

I AM:

Cool	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Good Looking	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Athletic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

MY FRIENDS OF THE SAME AGE THINK I AM:

Cool	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Good Looking	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Athletic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

Strongly
Disagree

Strongly
Agree

MY PARENTS THINK I AM:

Cool	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Good Looking	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Athletic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

THE ADULTS IN MY COMMUNITY THINK I AM:

Cool	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Loser	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Leader	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Delinquent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Good Looking	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>
Athletic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>

What words would you use to describe a person which you like (e.g., important, good)?

What words would you use to describe a person which you do not like (e.g., dumb)?

What words would you like for your friends of the same age to use to describe you?

What words would you NOT like for your friends of the same age to use to describe you?

What words would you like for your parents to use to describe you?

What words would you NOT like for your parents to use to describe you?

What words would you like for your teachers to use to describe you?

What words would you NOT like for your teachers to use to describe you?

What words would you like for the adults in your community to use to describe you?

What words would you NOT like for the adults in your community to use to describe you?

Which of the following are desirable and undesirable for you? Check each item.

	<u>Desirable</u>	<u>Undesirable</u>
Being Cool	_____	_____
Being a Loser	_____	_____
Being a Leader	_____	_____
Being a Delinquent	_____	_____
Being Good Looking	_____	_____
Being Athletic	_____	_____

Which of the following would your parents consider desirable and undesirable for you?

Being Cool	_____	_____
Being a Loser	_____	_____
Being a Leader	_____	_____
Being a Delinquent	_____	_____
Being Good Looking	_____	_____
Being Athletic	_____	_____

Which of the following would your friends of the same age consider desirable and undesirable for you?

Being Cool	_____	_____
Being a Loser	_____	_____

	<u>Desirable</u>	<u>Undesirable</u>
Being a Leader	_____	_____
Being a Delinquent	_____	_____
Being Good Looking	_____	_____
Being Athletic	_____	_____

Which of the following would your teachers consider desirable and undesirable for you?

Being Cool	_____	_____
Being a Loser	_____	_____
Being a Leader	_____	_____
Being a Delinquent	_____	_____
Being Good Looking	_____	_____
Being Athletic	_____	_____

Which of the following would the adults in your community consider desirable and undesirable for you?

Being Cool	_____	_____
Being a Loser	_____	_____
Being a Leader	_____	_____
Being a Delinquent	_____	_____
Being Good Looking	_____	_____
Being Athletic	_____	_____

APPENDIX D

INSTRUCTIONS FOR ADMINISTERING QUESTIONNAIRE

INSTRUCTIONS FOR ADMINISTERING QUESTIONNAIRE

(PLEASE READ THE FOLLOWING TO THE STUDENTS AFTER SEATING THEM APART IN THE CLASSROOM AND BEFORE HANDING OUT THE QUESTIONNAIRE.)

You have been selected as part of an Oklahoma State University study of Oklahoma young people. The purpose of this research is to become acquainted with how young people behave and feel about themselves.

READ AND ANSWER EACH QUESTION. Some of the questions are personal. Please answer them honestly. No one will be able to identify you because:

1. You will select your own uncoded questionnaire.
2. You have been seated apart from other students.
3. No teachers or administrators will have access to the forms.
4. You will return the UNSIGNED questionnaire by putting it in this sealed box.
5. The box will be opened at the Computer Center where the answers will be coded and analyzed.

DO NOT INDICATE YOUR NAME AND SCHOOL. Your answers will be combined with questionnaires from other parts of Oklahoma to gain a general understanding of young people.

ANSWER THE QUESTIONS ON BOTH SIDES OF THE PAGES. IF YOU HAVE ANSWERED THE QUESTIONS IN ANOTHER CLASS, DO NOT ANSWER AGAIN.

APPENDIX E

CORRELATIONS OF DEMOGRAPHIC VARIABLES WITH SELF-
IMAGES AND POSITIVE-NEGATIVE LABELS BY SCHOOL

TABLE XXIV
A COMPARISON OF THE CORRELATIONS OF DEMOGRAPHIC VARIABLES
WITH SELF-IMAGES BY SCHOOL

Self-Images	Year In School		Age		Race-Ethnic		Head of Household		Socio-Economic Status	
	School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2
	n=157	n=103	n=94	n=68	n=158	n=103	n=157	n=103	n=135	n=79
Specific Self:										
Popular	.15	.03	.16	.13	-.04	.06	-.02	-.19*	.16	-.07
Leader	.11	.15	.11	.21	.04	-.10	-.08	-.23*	.15	.09
Masculine	.19	.14	.12	.23	-.07	-.08	-.03	-.20*	.08	.13
Loser	-.20*	-.06	-.20*	-.07	.02	.09	.00	.18	-.22	-.05
Stupid	-.24*	-.03	-.09	-.12	-.08	.00	-.14	.02	-.10	.01
Delinquent	-.21*	-.01	-.14	-.12	.05	-.02	-.05	-.10	-.14	-.06
Self-Acceptance	.20*	.12	.24*	.02	-.06	.11	-.08	-.08	.07	-.10
Mainstream	.21*	.06	.09	.05	-.03	.17	-.09	.00	.17*	-.02

*Pearson r is significant at the .05 level.

TABLE XXV

A COMPARISON OF THE CORRELATIONS OF DEMOGRAPHIC VARIABLES
WITH LABELS APPLIED BY PRIMARY GROUPS BY SCHOOL

Group Labels	Year In School		Age		Race-Ethnic		Head of Household		Socio-Economic Status	
	School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2
	n=157	n=103	n=94	n=68	n=158	n=103	n=157	n=103	n=135	n=79
Parents Think I am:										
Popular	-.02	-.11	-.05	-.09	.02	-.04	-.02	-.09	-.03	-.07
A Leader	.00	-.18	-.03	-.06	.00	-.01	-.07	-.04	.03	.00
Masculine	.03	.04	-.07	.00	.04	-.05	.02	-.13	-.03	-.03
A Loser	-.11	-.04	.01	-.08	.03	-.12	-.11	-.10	-.11	.00
Stupid	-.13	.03	.03	.02	-.03	-.06	-.11	-.05	-.07	-.03
Delinquent	-.11	-.10	.00	-.26*	.02	-.10	-.11	-.10	-.13	.01
Peers Think I am:										
Popular	.13	.01	.12	.15	-.07	.00	-.04	-.11	.06	-.04
A Leader	.05	-.02	.02	.04	.00	-.02	-.02	-.19	.06	.00
Masculine	.14	.05	.06	.17	-.08	-.05	.00	-.13	.01	.07
A Loser	-.12	.03	-.08	.03	.11	-.16	-.09	-.02	-.11	.01
Stupid	-.21*	-.04	-.02	.09	-.06	-.04	-.17*	-.07	-.14	.00
Delinquent	-.19*	.06	-.09	.09	.08	-.14	-.04	-.12	-.21*	-.02

*Pearson r is significant at the .05 level.

TABLE XXVI

A COMPARISON OF THE CORRELATIONS OF DEMOGRAPHIC VARIABLES WITH
LABELS APPLIED BY SECONDARY GROUPS BY SCHOOL

Group Labels	Year In School		Age		Race-Ethnic		Head of Household		Socio-Economic Status	
	School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2	School 1	School 2
	n=157	n=103	n=94	n=68	n=158	n=103	n=157	n=103	n=135	n=79
Teachers Think I am:										
Popular	.16*	-.02	.15	.07	-.04	.00	-.02	-.08	.25	-.11
A Leader	.14	-.07	.05	-.09	.08	-.09	-.03	-.24*	.26	.08
Masculine	.08	.11	-.02	.11	-.04	-.08	-.04	-.13	.13	.08
A Loser	-.19*	-.07	-.12	-.10	-.02	.04	-.15*	.03	-.10	-.17
Stupid	-.19*	-.06	-.03	-.05	.03	-.06	-.12	.02	-.03	-.13
Delinquent	-.20*	.00	-.10	.03	.06	-.08	-.09	-.11	-.11	-.06
Adults Think I am:										
Popular	.05	.02	.08	.09	.00	.09	-.06	-.08	.10	-.13
A Leader	.07	-.06	.01	.04	.06	.00	-.11	-.11	.12	.09
Masculine	-.03	.06	-.05	.10	.03	-.06	.01	-.11	.00	.06
A Loser	-.07	-.09	-.02	-.05	.03	-.13	-.05	-.05	-.08	-.02
Stupid	-.11	-.16	.06	-.21	.01	-.02	-.16*	-.12	-.14	.00
Delinquent	-.16*	-.16	.00	-.21	.07	-.04	-.11	-.14	-.07	-.08

*Pearson r is significant at the .05 level.

APPENDIX F

MATRICES OF SELF-IMAGE SCORES FOR ENTIRE SAMPLE

Adults		+	+	-	-
Teachers		+	-	+	-
Peers	Parents				
+	+	1) n = 83	2) n = 10	3) n = 8	4) n = 13
		S = 5.53	S = 5.30	S = 5.13	S = 4.46
		A = 64.05	A = 62.20	A = 59.75	A = 58.69
		M = 78.40	M = 79.10	M = 74.00	M = 68.85
+	-	5) n = 5	6) n = 6	7) n = 5	8) n = 4
		S = 5.00	S = 4.33	S = 4.80	S = 4.00
		A = 49.80	A = 60.67	A = 64.00	A = 54.25
		M = 72.40	M = 73.00	M = 77.60	M = 58.75
-	+	9) n = 10	10) n = 14	11) n = 3	12) n = 23
		S = 4.75	S = 3.79	S = 4.33	S = 3.74
		A = 56.00	A = 62.71	A = 53.67	A = 61.48
		M = 69.20	M = 73.36	M = 68.00	M = 69.48
-	-	13) n = 4	14) n = 8	15) n = 3	16) n = 65
		S = 4.75	S = 4.00	S = 3.67	S = 2.95
		A = 56.00	A = 54.00	A = 57.67	A = 57.28
		M = 69.25	M = 67.50	M = 65.53	M = 66.81

Figure 7. A Comparison of the Ratings* of Self-Images** and Popular Labels Where Primary and Secondary Groups Agree and Disagree in the Nature of Label Application*** With "4" Responses Included

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

		Adults	Teachers	Peers	Parents
		+	+	-	-
		+	-	+	-
		1) n = 59	2) n = 20	3) n = 11	4) n = 9
		S = 5.76	S = 5.30	S = 5.09	S = 4.33
		A = 65.95	A = 61.35	A = 62.55	A = 57.89
		M = 80.98	M = 77.15	M = 71.36	M = 71.11
		5) n = 5	6) n = 3	7) n = 7	8) n = 4
		S = 5.00	S = 2.67	S = 5.29	S = 5.75
		A = 52.00	A = 42.33	A = 57.29	A = 58.75
		M = 71.80	M = 55.67	M = 71.86	M = 61.00
		9) n = 12	10) n = 15	11) n = 7	12) n = 22
		S = 4.75	S = 4.20	S = 3.71	S = 3.59
		A = 60.67	A = 60.47	A = 59.57	A = 58.36
		M = 72.42	M = 68.47	M = 68.29	M = 68.23
		13) n = 8	14) n = 7	15) n = 8	16) n = 67
		S = 3.75	S = 3.29	S = 3.38	S = 3.18
		A = 59.86	A = 54.86	A = 57.75	A = 59.31
		M = 74.38	M = 65.00	M = 67.75	M = 68.45

Figure 8. A Comparison of the Ratings* of Self-Images** and Leader Labels Where Primary and Secondary Groups Agree and Disagree in the Nature of Label Application*** With "4" Responses Included

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

		Adults	+	+	-	-
		Teachers	+	-	+	-
Peers	Parents					
+	+	1) n = 14	2) n = 9	3) n = 2	4) n = 7	
		S = 3.64	S = 3.78	S = 6.00	S = 3.57	
		A = 56.71	A = 51.67	A = 47.00	A = 56.00	
		M = 61.86	M = 62.33	M = 53.50	M = 67.14	
+	-	5) n = 11	6) n = 4	7) n = 5	8) n = 16	
		S = 4.36	S = 3.50	S = 4.80	S = 2.25	
		A = 54.82	A = 55.75	A = 51.80	A = 63.31	
		M = 63.91	M = 63.50	M = 62.00	M = 69.13	
-	+	9) n = 5	10) n = 8	11) n = 1	12) n = 11	
		S = 2.80	S = 4.00	S = 1.00	S = 2.64	
		A = 61.80	A = 57.38	A = 69.00	A = 54.82	
		M = 67.20	M = 70.00	M = 79.00	M = 68.91	
-	-	13) n = 5	14) n = 12	15) n = 14	16) n = 140	
		S = 2.00	S = 2.17	S = 2.57	S = 1.66	
		A = 55.80	A = 55.33	A = 54.43	A = 64.26	
		M = 63.20	M = 71.92	M = 73.43	M = 76.82	

Figure 10. A Comparison of the Ratings* of Self-Images** and Loser Labels when Primary and Secondary Groups Agree and Disagree in the Nature of the Label Application*** With "4" Responses Included

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

		Adults	+	+	-	-
		Teachers	+	-	+	-
Peers	Parents					
+	+	1) n = 15	2) n = 8	3) n = 7	4) n = 4	
		S = 4.73	S = 3.63	S = 3.71	S = 2.50	
		A = 55.93	A = 49.50	A = 53.57	A = 63.00	
		M = 60.00	M = 65.50	M = 61.86	M = 57.75	
+	-	5) n = 7	6) n = 4	7) n = 3	8) n = 6	
		S = 3.86	S = 5.00	S = 5.00	S = 1.67	
		A = 58.29	A = 54.00	A = 47.33	A = 62.00	
		M = 63.43	M = 62.50	M = 57.67	M = 60.00	
-	+	9) n = 6	10) n = 4	11) n = 5	12) n = 11	
		S = 3.17	S = 2.75	S = 1.80	S = 1.91	
		A = 56.83	A = 59.75	A = 62.80	A = 59.55	
		M = 70.50	M = 70.00	M = 72.80	M = 72.00	
-	-	13) n = 7	14) n = 11	15) n = 19	16) n = 147	
		S = 2.14	S = 1.82	S = 1.89	S = 1.19	
		A = 55.57	A = 60.82	A = 57.00	A = 63.23	
		M = 71.29	M = 73.91	M = 69.58	M = 76.63	

Figure 11. A Comparison of the Ratings* of Self-Images** and Stupid Labels when Primary and Secondary Groups Agree and Disagree in the Nature of the Label Application*** With "4" Responses Included

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

		Adults	Teachers	Peers	Parents
		+	+	-	-
		+	-	+	-
		1) n = 29	2) n = 5	3) n = 9	4) n = 2
		S = 4.52	S = 3.60	S = 4.56	S = 2.50
		A = 54.90	A = 54.60	A = 57.11	A = 56.00
		M = 63.38	M = 70.20	M = 66.56	M = 68.50
		5) n = 9	6) n = 3	7) n = 3	8) n = 18
		S = 3.44	S = 3.67	S = 4.00	S = 3.00
		A = 59.33	A = 54.33	A = 62.67	A = 55.39
		M = 66.33	M = 59.00	M = 62.67	M = 70.00
		9) n = 12	10) n = 6	11) n = 3	12) n = 7
		S = 2.92	S = 2.50	S = 5.00	S = 3.14
		A = 57.75	A = 59.33	A = 51.67	A = 60.14
		M = 69.92	M = 71.00	M = 56.33	M = 69.57
		13) n = 11	14) n = 11	15) n = 8	16) n = 128
		S = 2.00	S = 1.82	S = 1.75	S = 1.26
		A = 60.27	A = 52.64	A = 62.63	A = 64.41
		M = 70.45	M = 74.64	M = 69.38	M = 76.98

Figure 12. A Comparison of the Ratings* of Self-Images** and Delinquent Labels when Primary and Secondary Groups Agree and Disagree in the Nature of the Label Application*** With "4" Responses Included

*The numbers are means.

**Specific self = S, self-acceptance = A, and mainstream = M.

***A "+" indicates the group rates respondents high on the label while a "-" indicates a low rating.

APPENDIX G

COMPLETE FACTOR FINDINGS

TABLE XXVII
 COMPLETE UNROTATED FACTOR LOADINGS OF VARIABLES
 n = 264

VARIABLES	FACTORS							
	I	II	III	IV	V	VI	VII	VIII
<u>Self-Images</u>								
Specific Self								
Popular	.61	.32	-.27	-.15	-.31	.09	.12	.19
Leader	.54	.40	-.26	-.19	.28	-.31	-.02	-.03
Masculine	.52	.46	.49	-.16	.04	.10	.02	-.11
Loser	-.57	.15	.21	.28	.12	-.16	.36	.18
Stupid	-.61	.36	-.01	.27	.09	.12	-.13	.12
Delinquent	-.53	.50	.00	.08	-.32	-.21	-.03	-.18
Self-Acceptance	.53	-.11	-.12	-.12	-.03	.07	-.42	.18
Mainstream	.73	-.05	.06	-.17	.04	.05	-.25	.12
<u>Peer Labels</u>								
Popular	.62	.35	-.37	-.07	-.22	.18	.18	.05
Leader	.50	.44	-.24	-.16	.27	-.24	-.05	-.10
Masculine	.55	.47	.44	-.13	.01	.03	-.05	-.13
Loser	-.59	.37	.10	.23	-.08	-.11	.23	.15
Stupid	-.62	.45	.00	.21	-.07	.00	-.04	.09
Delinquent	-.56	.48	-.09	.02	-.26	-.14	.04	-.32
<u>Parent Labels</u>								
Popular	.56	.29	-.35	.23	-.06	.37	.15	-.09
Leader	.53	.33	-.18	.30	.51	-.02	.06	-.07
Masculine	.55	.44	.38	.19	-.04	.29	.09	-.11
Loser	-.50	.38	.18	-.25	-.15	-.26	.00	.33
Stupid	-.53	.37	-.02	.04	-.03	.03	-.28	.52
Delinquent	-.55	.45	-.14	-.24	-.20	-.17	-.13	-.10
<u>Adult Labels</u>								
Popular	.58	.38	-.26	.42	-.24	-.05	.03	.09
Leader	.51	.41	-.09	.34	.22	-.32	-.11	-.03
Masculine	.48	.51	.42	.22	-.05	.01	-.27	-.05
Loser	-.54	.44	.11	-.36	.23	.17	.31	.07
Stupid	-.54	.42	-.08	-.28	.34	.35	-.06	.15
Delinquent	-.53	.46	-.15	-.43	.04	.17	.04	-.23
<u>Teacher Labels</u>								
Popular	.65	.37	-.26	-.12	-.26	.11	.16	.20
Leader	.48	.46	-.05	-.19	.20	-.32	.08	.18
Masculine	.56	.54	.42	-.04	-.13	.04	.00	.01
Loser	-.56	.30	-.14	.19	.25	.18	.12	-.05
Stupid	-.55	.33	-.11	.21	.12	.27	-.35	.05
Delinquent	-.60	.39	-.24	-.03	-.09	-.01	-.29	-.33

TABLE XXVIII

COMPLETE ROTATED FACTOR LOADINGS OF VARIABLES
n = 264

Variables	FACTORS							
	Acceptance Mainstream	Mainstream Masculinity	Social Acceptance	Generalized Other	Leadership	Nondelinquent	Rational Self	Parental Antipathy
	A	B	C	D	E	F	G	H
<u>Self-Images</u>								
Specific								
Popular	.22	.21	-.75	.04	.19	.05	.15	.11
Leader	.19	.16	-.25	-.05	.76	-.01	.15	.02
Masculine	.09	.82	-.11	-.13	.19	.07	.14	.01
Loser	-.73	-.08	.22	-.05	-.06	-.06	-.21	.17
Stupid	-.33	-.05	.13	-.10	-.08	-.30	-.63	.05
Delinquent	-.32	.05	.03	.02	-.05	-.73	-.19	.18
Self-Acceptance	.61	.09	-.18	.17	.13	.25	-.03	.06
Mainstream	.54	.31	-.19	.12	.22	.36	.16	.03
<u>Peer Labels</u>								
Popular	.17	.18	-.78	-.01	.25	.03	.13	-.11
Leader	.20	.20	-.24	-.07	.72	-.07	.10	-.04
Masculine	.14	.80	-.12	-.05	.24	.01	.15	.01
Loser	-.62	-.02	.05	-.06	-.09	-.31	-.31	.23
Stupid	-.41	-.01	.06	-.08	-.08	-.44	-.50	.16
Delinquent	-.32	-.01	.02	-.10	-.05	-.78	-.13	.03
<u>Parent Labels</u>								
Popular	.08	.19	-.68	.06	.19	.10	-.05	-.44
Leader	-.04	.22	-.19	.07	.68	.24	-.12	-.39
Masculine	-.04	.78	-.30	.05	.08	.13	.00	-.22

Table XXVIII (Continued)

Variables	FACTORS							
	Acceptance Mainstream	Mainstream Masculinity	Social Acceptance	Generalized Other	Leadership	Nondelinquent	Rational Self	Parental Antipathy
	A	B	C	D	E	F	G	H
Loser	-.26	.04	.10	-.21	-.03	-.32	-.18	.65
Stupid	-.13	-.08	.01	-.10	-.06	-.18	-.68	.49
Delinquent	-.10	-.09	.04	-.23	.01	-.70	-.19	.29
<u>Adult Labels</u>								
Popular	-.02	.24	-.63	.46	.32	.01	-.07	-.11
Leader	-.01	.30	-.16	.35	.67	.02	-.08	-.11
Masculine	.11	.80	-.10	.26	.22	-.02	-.15	-.01
Loser	-.40	.06	.07	-.73	-.01	-.22	-.18	.18
Stupid	-.10	-.04	.07	-.69	.03	-.19	-.53	.09
Delinquent	-.08	-.05	.01	-.64	-.01	-.58	-.16	.03
<u>Teacher Labels</u>								
Popular	.17	.25	-.77	.01	.25	.09	.14	.09
Leader	.03	.29	-.26	-.07	.65	.08	.13	.25
Masculine	.05	.81	-.28	.04	.19	.02	.08	.11
Loser	-.41	-.16	.09	-.29	.01	-.24	-.44	-.17
Stupid	-.07	-.07	.12	-.13	-.09	-.32	-.73	-.07
Delinquent	-.01	-.14	.13	-.16	-.01	-.76	-.35	-.07
Variance	2.74	3.92	3.28	2.18	3.02	3.61	2.79	1.49
% of Total Variance	11.88	17.03	14.24	9.48	13.11	15.67	12.11	6.48

VITA

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Doctor of Philosophy

Thesis: A STUDY OF THE RELATIONSHIP OF POSITIVE AND NEGATIVE LABELING TO SELF-IMAGES

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Education: Attended grade school in Snyder and Altus, Oklahoma; graduated from Cache High School, Cache, Oklahoma, 1955; received the Bachelor of Arts degree in Sociology from Oklahoma State University in 1966; received the Master of Science degree in Sociology from Oklahoma State University in 1969; completed requirements for the Doctor of Philosophy degree in Sociology from Oklahoma State University in July, 1974.

Professional Experience: Undergraduate Research Assistant, Oklahoma State University, 1965-66; Instructor of Sociology, Langston University, Langston, Oklahoma, 1966-69; Instructor of Sociology, College of the Mainland, Texas City, Texas, 1969-71; National Endowment for the Humanities Fellow, 1972-73; Graduate Teaching Associate, Oklahoma State University, 1973-74.

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