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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

A STUDY OF SELECTED SOCIAL PRACTICES OF SIXTH THROUGH TENTH GRADE BOYS AND GIRLS IN A SOUTHERN OKLAHOMA COMMUNITY

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A STUDY OF SELECTED SOCIAL PRACTICES OF SIXTH THROUGH TENTH GRADE BOYS AND GIRLS IN A SOUTHERN OKLAHOMA COMMUNITY

APPROVED BY

DISSERTATION COMMITTEE

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TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS. iii

LIST OF TABLES. vi

Chapter

I. INTRODUCTION 1

Purposes of the Study. 8
Statement of the Problem 9
Hypotheses to be Tested. 9
Assumptions. 10
Definition of Terms. 11
Delimitations. 12
Treatment of the Data. 12
Procedures 13
Organization of the Study. 14

II. REVIEW OF RESEARCH AND RELATED LITERATURE 15

Research and Literature Related to Social Relationships. 15
Family relationships 15
Same-sex relationships 18
Opposite-sex relationships 22
Peer group relationships 25
Research and Literature Related to Earlier Social Experiences. 28
Summary. 32

III. DESIGN OF THE STUDY. 34

Community Description. 34
Methodology. 36
Subjects 36
Questionnaire administration 37

Chapter Page

Instrumentation. 38
Questionnaire construction 38
Questionnaire validation 39
Questionnaire reliability. 41
Treatment of the Data. 41

IV. PRESENTATION OF THE DATA AND FINDINGS. . . . 44

Item Analysis. 55
Family relationships 56
Same-sex relationships 62
Opposite-sex relationships 68
Peer group relationships 74
Summary. 80
Interpretation of Findings 82

V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS. . 87

Summary. 87
Conclusions. 90
Recommendations. 93

BIBLIOGRAPHY. 95

APPENDIX A. 98

APPENDIX B. 104

APPENDIX C. 109

APPENDIX D. 113

APPENDIX E. 116

LIST OF TABLES

Table		Page
1.	Mean Scores by Grade and Sex for Grades Six, Seven, and Eight	45
2.	Summary of the Analysis of Data for Grades Six, Seven, and Eight	46
3.	Comparison of Means Two at a Time Following an F Test for Grades Six, Seven, and Eight	47
4.	Analysis of Data for Sixth, Seventh, and Eighth Grade Boys	47
5.	Analysis of Data for Sixth, Seventh, and Eighth Grade Girls	48
6.	Comparison of Means Two at a Time for Sixth, Seventh, and Eighth Grade Girls	48
7.	Mean Scores by Grade and Sex for Grades Seven, Eight, and Nine	50
8.	Summary of the Analysis of Data for Grades Seven, Eight, and Nine	50
9.	Comparison of Means Two at a Time Following an F Test for Grades Seven, Eight, and Nine	51
10.	Analysis of Data Table for Seventh, Eighth, and Ninth Grade Boys	52
11.	Comparison of Means Two at a Time for Seventh, Eighth, and Ninth Grade Boys	52
12.	Analysis of Data Table for Seventh, Eighth, and Ninth Grade Girls	53
13.	Mean Scores by Grade and Sex for Grades Nine and Ten	54

Table Page

14. Summary of the Analysis of Data for Grades Nine and Ten. 56

15. Extent of Agreement or Disagreement on Family Relationship Items of Boys and Girls in Grades Six Through Ten. 57

16. Extent of Agreement or Disagreement on Same-Sex Relationship Items of Boys and Girls in Grades Six Through Ten. 63

17. Extent of Agreement or Disagreement on Opposite-Sex Relationship Items of Boys and Girls in Grades Six Through Ten 69

18. Extent of Agreement or Disagreement on Peer Group Relationship Items of Boys and Girls in Grades Six Through Ten 75

19. A Summary of Item Differences Between Sixth and Eighth Grade Girls, Between Seventh and Ninth Grade Boys, and Between Eighth and Ninth Grade Boys. 81

20. Summary of Significant Differences Between Students Selected Social Practices. 84

A STUDY OF SELECTED SOCIAL PRACTICES OF SIXTH THROUGH TENTH GRADE BOYS AND GIRLS IN A SOUTHERN OKLAHOMA COMMUNITY

CHAPTER I

INTRODUCTION

A concept which is gaining increasing recognition by American Educators is that of the middle school. The middle school concept was recognized, if recognized at all, primarily in name only until the past few years. However, there is a growing amount of evidence available to indicate that in recent years the idea of the middle school has become more than a theoretical plan for organization as more and more school districts have either adopted or are considering adoption of this plan.

The following definition by Judith Murphy has provided a common orientation as to what the middle school actually is. Murphy defined the middle school as: " . . . in between elementary and high school, housed separately and ideally in a building freshly designed for its purpose and covering at least three of the middle years, beginning

with grade five or six."[1] This definition seemed to be consistent with the movement toward the adoption of the middle schools by many school districts as they include either grades five through eight or six through eight in their reorganizational plan.

Recently, a few studies have been conducted to answer the question of how widespread the middle school movement actually is. A study by Cuff[2] in 1966 throws some light on this question. Cuff reported that the New York City Board of Education will exchange all of its 138 junior high schools for a middle school network by 1972. Also, Cuff's survey revealed that for the school year 1965-66, 446 public school districts in twenty-nine states were operating 499 middle schools. These 499 middle schools were organized to comprise grades six and seven and not to extend below grade four or above grade eight.[3]

Since Cuff's 1965-66 survey, a more recent survey by Alexander[4] has been completed. Using the same definition of a middle school as Cuff, this author found 1100 middle schools in operation in 1967-68. Of particular interest is that

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[1]Judith Murphy, Middle Schools. (New York: Educational Facilities Laboratories, 1965), p. 9.

[2]William A. Cuff, "Middle Schools on the March," Bulletin of the N.A.S.S.P., February 1967, pp. 82-86.

[3]Ibid., p. 84.

[4]William Alexander, et al, The Emergent Middle School (New York: Holt, Rinehart and Winston, Inc., 1968), pp. 8-10.

Alexander's survey indicated that the number of middle schools in operation had doubled in one year.[5]

Still another study by Brod[6] in 1966 revealed that information had been received by more than 40 per cent of the nations public schools and that 10 per cent of these schools had moved either to a 5-3-4 or 4-4-4 plan of organization. In addition, forty-five out of the fifty states that reported had one or more middle schools in existence.[7]

The evidence as revealed by these studies seemed to indicate that an important change in the organizational structure in the public schools was taking place at a fairly rapid rate. Turnbaugh, in analyzing this movement, pointed to five contributions that gave the movement impetus. These contributions are as follows:

1. The work that Judith Murphy has done for Educational Facilities Laboratories accompanied by her book on Middle Schools has attracted widespread recognition.

2. The Educational Facilities Laboratories has been extremely active in promoting middle schools in addition to assisting school districts in studying middle school buildings.

3. The 1966 publication, "Guidelines For Junior High and Middle School Education," by the N. A.S.S.P. has given widespread recognition and has sanctioned acceptance by this group even though being non-committed as to what grade organization they prefer.

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[5] Ibid., p. 9.

[6] Pearl Brod, "The Middle School: Trends Toward Its' Adoption," The Clearing House, February, 1966, pp. 331-333.

[7] Ibid., p. 333.

4. The A.A.S.A. in their 1967 convention exhibited numerous examples of middle school models and displays.

5. There is a bewildering array of new publications that deals with various aspects of the middle school movement.[8]

It seems evident that there is a movement toward the recognition and adoption of various middle school plans. Yet, more important to this study would be an attempt to understand the rationale behind the proposals for the reorganization of the grade levels which usually accompany these plans.

Carl R. Streams, one of the earlier proponents of middle school programs and the principal of the school in which the original 6-7-8 program was founded, gave the following reasons why he felt this grouping was desirable and educationally sound:

1. From the physical and psychological point of view it is a more natural grouping. There appears to be less of a differential in maturity between the sixth and eighth grade than between the seventh and ninth grade.

2. The social patterns are more nearly the same in grades six, seven, and eight than in the conventional patterns of grades seven, eight, and nine. The social maturity of the ninth grade student more nearly parallels that of older students. At the present time the ninth grade sets the patterns which is too advanced for the younger students. A better social program could be carried on without the ninth grade student.

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[8]Roy C. Turnbaugh, "The Middle School: A Different Name or a New Concept," The Clearing House, October, 1968, pp. 86-88.

3. The transition from the self-contained classroom to a departmentalized program may be more gradual . . .[9]

Since Streams early justification for the employment of a middle school plan there have been many proponents of a middle school who have similar convictions that are based on evidence, although not conclusive, that indicated a need for a different organization of grades. These advocates of the middle school plan of grade reorganization have proposed that there has been a downward extension of the period of adolescence and consequently, children become socially, physically, and mentally mature at an earlier age than their predecessors.

In advocating the above thesis, Harl Douglass, clearly an advocate of the middle school, stated: "It is clearly not good for the seventh and eighth grades to be housed and associated with ninth graders who are chomping at the bit to take on the social habits and vices of the older adolescents."[10] Alexander,[11] a critic of the present grade arrangement of 7-9, pointed to research which showed that children do reach adolescence much earlier than children did fifty years ago at the inception of the conventional junior high school.

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[9]Carl R. Streams, A Letter To the Pennsylvania Department of Instruction, August 25, 1959, quoted by Donald H. Eichhorn, The Middle School (New York: The Center for Applied Research in Education, Inc., 1966), p. 3.

[10]Harl R. Douglass, "What Type of Organization of Schools," Journal of Secondary Education, December, 1966, p. 360.

[11]William M. Alexander, "What Educational Plan For the In-Between Ager?", NBA Journal, March, 1966, p. 30.

Still another writer who advocated the middle school was Brod who stated that: "Among the advantages claimed by the advocates of the middle school is that developmentally, children in grades 6-8 are probably more alike than children in grades 7-9."[12] Also Bough,[13] who displayed somewhat more skepticism when writing about some of the theoretical justifications of the middle school, stressed that although there was a lack of empirical evidence to support it, there was a notion that American youth enter the adolescent period earlier than in former years.

Curtis investigated the theoretical justifications of the middle school and found that:

> Most middle school proponents are willing to accept the concept of physical development as their primary theoretical framework. The crucial difference they envisage are those of a changing environmental structure for adolescents. With puberty occuring on the average 1.3 years earlier than in 1910, at the inception of the junior high school, and with the knowledge explosion of recent years, we can see the logic of those who contend that the grade 6-8 school is as appropriate now as the 7-9 school was in 1910.[14]

To reiterate, the primary theoretical basis for the justification of the middle school is that children of today reach adolescence much earlier than children did fifty years ago. Thus, one of the advantages that could be claimed for

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[12]Brod, op. cit., p. 333.

[13]Max Bough, "Theoretical and Practical Aspects of the Middle School," Bulletin of the N.A.S.S.P., March, 1969, p. 12.

[14]Thomas E. Curtis, "The Middle School In Theory and Practice," Bulletin of the N.A.S.S.P., May, 1968, pp. 135-140.

the middle school, according to these advocates, is that developmentally, i.e. physically, socially, emotionally, and intellectually, children in grades six through eight would be more alike than children in grades seven through nine.

There are some studies available to indicate the validity of the downward extension of adolescence. However, sociologists continually emphasize the tremendous force that culture exerts upon this particular phenomenon. Since these studies have not been conducted by schools with different cultural backgrounds, it would be unwise for these schools to adopt a middle school plan without first examining the needs and characteristics of the youth of their community. Trump emphasized this point as he wrote " . . . that the recommended grades or years in junior high or middle school calls for more research about pupils and school organization."[15]

One of the foremost considerations in planning for meaningful educational experiences is to develop a school organization that would best serve students who are in similar intellectual, social, and physical developmental stages of growth. If this assumption is valid, the research question then becomes one of attempting to identify the organizational grouping in which there would be the least amount of disparity among the students various developmental stages.

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[15]Lloyd J. Trump, "Junior High Versus Middle School," Bulletin of the N.A.S.S.P., February, 1967, p. 71.

The answer to the above research question as it pertains to selected social practices of students in grade six through grade ten is of fundamental importance in regard to this particular study. The rationale is that a school could do a better job of providing appropriate social experiences for the students when there is less disparity among the students' social practices or behaviors. Specifically, the problem becomes one of attempting to ascertain the organizational plan that encompasses those students who are in a similar social growth stage as characterized by their social practices.

Several studies have indicated what the general characteristics of children, preadolescents, and adolescents are. However, one of the weaknesses of these studies is that little has been done to validate these findings at the local school level where often there exists a different cultural background than those originally studied. A major need is to conduct specific research for the purpose of obtaining answers to research questions and problems which are inherent at the local school levels.

Purposes of the Study

The purpose of this study was to investigate selected social practices of students in grades six through ten. Specifically, this study was concerned with the differences and commonalities between the students' social practices in each grade organization. Also, the study was concerned with the investigation of selected social practices as they relate

to sex differences and commonalities found in each organizational group.

The author believed that this study would provide valuable information to local educators and school board members as they attempt to organize their schools so that there is the least amount of disparity among the students in regard to their social practices and behaviors. In addition, it was believed that this study would provide information that would be of value to educators in their attempt to plan meaningful social experiences for all students.

Statement of the Problem

The problem of this study was to determine whether there is a difference in selected social practices between students according to grade level and sex. Three sub problems of this study were:

1. To determine selected social practice differences of boys and girls in grades six, seven, and eight.
2. To determine selected social practice differences of boys and girls in grades seven, eight, and nine.
3. To determine selected social practice differences of boys and girls in grades nine and ten.

Hypotheses to be Tested

This study was designed to test three hypotheses for each of the organizational groupings studied. The hypotheses are stated in the null form.

Ho 1: There is no significant difference in selected social practices among students in grades six, seven, and eight.

Ho 2: There is no significant difference in selected social practices of students in grades six, seven, and eight, according to sex.

Ho 3: There is no relationship between selected social practices of students according to sex and grade level six, seven, and eight.

Ho 4: There is no significant difference in selected social practices among students in grades seven, eight, and nine.

Ho 5: There is no significant difference in selected social practices of students in grades seven, eight, and nine, according to sex.

Ho 6: There is no relationship between selected social practices of students according to sex and grade level seven, eight, and nine.

Ho 7: There is no significant difference in selected social practices of students between grades nine and ten.

Ho 8: There is no significant difference in selected social practices of students in grades nine and ten, according to sex.

Ho 9: There is no relationship between selected social practices of students according to sex and grade level nine and ten.

Assumptions

It was assumed that since individuals go through various developmental stages, including social developmental stages, there would tend to be a grouping of individuals that would be in similar stages at approximate chronological times.

It was assumed that an individual's social practices are a reflection of cultural forces which are different for the various subcultures that exist. Also, it was assumed that the school, as a social institution, has the responsibility of providing worthwhile and meaningful social experiences for students. Furthermore, it was assumed that the school could do a better job of this task if the grade organization permits the least amount of disparity in the social practices of the students which in turn would produce a social climate conducive to achieving this purpose.

Definition of Terms

The terms used in this study, are in part, used rather frequently in the literature and in part have been adapted solely for the purposes of this study. Consequently, for reasons of clarity, all pertinent terms were defined as they were used in this study.

Organizational Grouping - For the purpose of this study, organizational grouping refers to the grouping that includes either sixth, seventh, and eighth grade students; seventh, eighth, and ninth grade students; or ninth and tenth grade students.

Selected Social Practices - For the purposes of this study, selected social practices refer to those practices that are enjoyed, spent, or taken in the company of friends, peers, or family. Social practices that normally involve preadolescents and adolescents opposite-sex relationships, same-sex relationships, peer-group relationships, and family relationships were selected for study.

Opposite-Sex Relationships - Opposite-sex relationships are those social relationships that exist between boys and girls during the preadolescent period and the adolescent period of development.

Same-Sex Relationships - Same-sex relationships are those social relationships that exist between boys and boys and girls and girls during the preadolescent period and the adolescent period of development.

Peer-Group Relationships - Peer-group relationships refer to those relationships that exist among boys and girls social group associations during the preadolescent and the adolescent period of development.

Family Relationships - Family relationships are those social practices that preadolescents and adolescents engage in with their family.

Adolescents and Preadolescents - Adolescents and preadolescents refer to those subjects in grades six through ten that were studied.

Delimitations

The study was limited to include only students in grades six through ten of the Ada Public School System. Because of the special intent, in regard to the utilization of the information provided by this study, this limitation was considered to be an asset rather than a weakness.

Treatment of the Data

The specific research questions to be investigated call for the utilization of the analysis of variance

statistical technique. The statistical design for this study was as follows:

	Grade Level		
	6	7	8
Sex			
M			
F			

	Grade Level		
	7	8	9
Sex			
M			
F			

	Grade Level	
	9	10
Sex		
M		
F		

F ratio's were computed for grade level, sex, and the interaction of grade level with sex for each of the organizational groupings.

Procedures

The population for the study consisted of all sixth, seventh, eighth, ninth, and tenth grade students in the Ada Public Schools.

A sample of 150 students, fifteen boys and fifteen girls for each grade level, was selected for study by utilizing a random sampling technique.

The students were administered a scaled Likert-type questionnaire which was developed for the purpose of ascertaining selected social practices of these subjects. Content validity of the questionnaire was established by a pre-test to determine the ability of the instrument to differentiate between the social practices of sixth grade and tenth grade students. The criteria for the selection of the questionnaire items were based upon children and adolescents normal relations (as described in the literature) with opposite-sex, same-sex, peer group, and family. The reliability of the instrument was established by the correlation between test and re-test of the questionnaire administered thirty days apart on a sample of sixth grade through tenth grade students.

Since the investigator was a school administrator, and it was believed that this factor might inject bias into the study should he gather the data, three counselors from the Ada School System were asked and trained to administer the questionnaire.

Organization of the Study

The problem of the study is presented in Chapter I. Chapter II consists of the related literature which was pertinent to the study. Chapter III presents the design of the study which included community and subject descriptions; methodology; instrumentation; and treatment of data. The presentation of the data and findings are described in the fourth chapter. The final chapter contains a summary of the study, conclusions, and recommendations for further research.

CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

According to Gesell, Ilg, and Ames,[1] the years encompassing ten to sixteen are significantly transitional in the march of youth toward maturity. Also, the patterns of behavior that emerges during these years do not grow in a vacuum, they take shape in a complex cultural environment. At times these developmental years are difficult for both adults and youth but the important thing to remember is that youth has to find itself through interpersonal relationships.[2]

The age span of the subjects of this study was from eleven years of age to sixteen years of age. The following review of pertinent literature concerns itself primarily with the relationships that youth, between the ages of eleven and sixteen generally have with their family, same-sex friends, opposite-sex friends, and their peers.

Research and Literature Related to Social Relationships

Family Relationships. In the early stages of adolescence the youngster is highly dependent on his family for

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[1] Arnold Gesell, Francis Ilg, and Louise Ames, Youth, The Years Ten to Sixteen (New York: Harper and Brothers, 1956), p. 4.

[2] Ibid., p. 383.

personal security, interests, and values. This family attachment for the ten and eleven year-old is probably higher at this time than at any other time during preadolescence and adolescence.[3]

The extensive and comprehensive studies conducted at the Gesell Institute of Child Development reinforced the above conclusions in regard to the attachment of the eleven-year-old to the family. According to this institutes findings, eleven-year-olds " . . . like belonging to a family, like the idea of having relatives, appreciates his own family, and prefers it to families of friends."[4]

Furthermore, the above institute has found that the eleven-year-old generally enjoys family activities which are many and often include movies, picnics, weekly rides, zoo trips and listening to music together. In fact, eleven is often demanding of family time.[5]

The research by the Gesell Institute revealed that the twelve-year-old is still fairly well attached to the family. The majority of twelve-year-olds are still well satisfied with their families and tend to still be close with them even though they show less intense interests. The basic difference between youngsters at the age of eleven and twelve is that the twelve-year-old tends to be less

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[3]Donald H. Eichhorn, The Middle School (New York: Center for Applied Research in Education, 1966), p. 42.

[4]Gesell, op. cit., p. 405.

[5]Ibid., p. 406.

interested in the family activities and excursions. A typical statement by the twelve-year-old is "I like to spend some time with my family, but some time with my friends."[6]

At age thirteen there is often a sudden and marked withdrawal of the youngster from any participation in family activities. There seems to be a withdrawal from other members of the family and a tendency to feel that he is not a part of the family. Many thirteen-year-olds feel they are starting to break away from their family dependence. As far as family outings are concerned, the thirteen-year-old boy would just as soon go out with his father alone.[7]

Where the thirteen-year-old simply withdraws from family activities, many fourteen-year-olds are highly embarrassed by their families. There is a strong need by the fourteen-year-old to break away from family and establish their independence. However, many admit that they really wouldn't want their friends to know how they act toward or treat their friends.[8]

According to the research available about the fifteen-year-old, family life tends to be at its lowest point during this period of development. The fifteen-year-old tends to withdraw, argue, and be aloof, hostile, and at times, extremely secretive. A youngster of this age seems

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[6] Ibid.

[7] Ibid.

[8] Ibid., pp. 406-407.

to feel that the family is " . . . old-fashioned, unsympathetic, not understanding and too strict."[9]

In outward appearance the youngster at age sixteen tends to have a better relationship with family than the fifteen-year-old. There are fewer conflicts, arguments, and less hostility exhibited toward other members of the family. Typically, most sixteen-year-olds feel that they have a pretty good family as far as families go. Even though there is an outward appearance of family acceptance, the sixteen-year-old tends to have very little time to do anything with the family.[10]

The trend for a great many youngsters between the ages of eleven and sixteen is to move away from the family as their base for their security, values, and interests toward a position of independence from this earlier bond between themselves and family.

Same-Sex Relationships. There seemed to be a paucity of available research in the area of same-sex relationships of preadolescents and adolescents. However, two studies tended to point out, for the most part, that same-sex relationships are more reinforcing than opposite-sex relationships for preadolescents and adolescents.

Harris and Tseng,[11] in attempting to measure the

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[9] Ibid., p. 407.

[10] Ibid.

[11] D. B. Harris and S. C. Tseng, "Childrens Attitudes Toward Peers and Parents as Revealed by Sentence Completion," Child Development, Vol. 28, 1957, p. 404.

attitudes of boys and girls toward opposite-sex peers and same-sex peers, found that boys at all grade levels give more positive responses to other boys than to girls. Commenting on the findings in regard to both sexes, the authors stated that "Both sexes give more negative responses to opposite sex than to own sex."[12]

Meyer[13] revealed similar results in investigating the social interactions of boys and girls in grades five through twelve. Specifically this investigator's findings supported the hypothesis that same-sex social interactions are preceived by preadolescent and adolescent children as more reinforcing than social interactions with the opposite sex.[14]

In addition to these two studies, the comprehensive study by the Gesell Institute revealed some vital data on same-sex relationships of youngsters from ten to sixteen years of age.[15]

A characteristic of both boys and girls at the age of eleven is that they tend to have one or two friends or a "whole gang" of friends. The relationships of girls with girls tend to be very emotional and intense

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[12] Ibid.

[13] William J. Meyer, "Relationships Between Social Need Strivings and the Development of Heterosexual Affiliations," The Journal of Abnormal and Social Psychology, Vol. 49, 1959, pp. 51-57.

[14] Ibid.

[15] Gesell, op. cit., pp. 408-409.

as exemplified by the verbal, emotional, and physical conflict among girls of this age. The relationships that most boys at eleven have with each other are seemingly smoother than their girl counterparts at this age.[16]

At age twelve both boys and girls same-sex relationships tend to be expansive. Instead of just one or two best friends, the twelve-year-old tends to have many same-sex friends. Some of the girl to girl relationships terminates when one of the girls starts to show a lot of interest in boys. Boys also start witnessing a shifting from one friend to another. Both sexes show a lot of interest in spending the night with their best friend.[17]

The thirteen-year-old tends to be less sociable than earlier in their development. The girls seem to vacilate between having several girl friends and not having any. If they do have close friendships, they tend to tell their secrets to them. The boys at this age tend to either have a whole group of friends or play with their best friend separately. Characteristic of the boys is the "getting mad" at their friends.[18]

By the age of fourteen both sexes prefer their same-sex friends because they have something in common with them. The girl friendships tend to be less quarrelsome than at an

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[16] Ibid.

[17] Ibid., pp. 409-410.

[18] Ibid., p. 410.

earlier age and their interests shifts to the avtivities they participate in together; also, girls at this age are interested in trying to understand their emotions. The activities that the fourteen-year-old girls like are movies, sports, band or orchestra, babysitting, picnics, parties, and hikes. The boys most often mention sports as the activity they are most interested in. Both sexes are becoming interested in the personalities of their same-sex friends.[19]

The youngster at age fifteen seems to have few conflicts with his friends. Both boys and girls have many same-sex friends but one in particular they can trust. The fifteen-year-old is very secretive with parents about activities with each other. Both boys and girls continue to be interested in the personalities of others. Dating seems to be more popular with the girls than with the boys.[20]

By the age of sixteen, same-sex relationships for a great many boys and girls, seem to be rather smooth. Most girls have a lot of friends which include those that belong to a formal or informal group in addition to their "real close" friend or friends. Most girls do some dating. The majority of boys at this age have one or two best friends of long standing. Also, most of the boys have a certain group that they seem to run around with. The majority of the boys and girls at age sixteen bond together according to their common interests.[21]

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[19] Ibid., p. 411.

[20] Ibid., pp. 411-412.

[21] Ibid., pp. 412-413.

The same-sex relationships of both boys and girls between the ages of eleven and sixteen tend to be experimental for the vast majority. This period of development ranges from the emotional and tense same-sex relationships of the eleven and twelve-year-old to the relatively smooth relationships of the fifteen and sixteen-year-old. Similar interests tend to be the bond that finally cements same-sex relationships.

Opposite-Sex Relationships. The general characteristics of preadolescents and adolescents opposite-sex relationships seem to fit a general pattern of development according to the findings of Gesell, Ilg, and Ames.[22]

At the age of eleven most girls are extremely anti-boy although some reveal neutral or positive feelings toward boys. Some of the girls talk to the boys but they don't play games with the boys because most boys won't let them. The boys at this age tend to express neutral feelings about girls which means that they really don't have much feeling toward them one way or another. However, as a group, the boys express hostility toward the girls. At this age there is a beginning of both boys and girls to call each other on the phone to "kid" each other in front of each others friends.[23]

Many twelve-year-old girls are on the verge of being

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[22] Ibid., pp. 413-419.

[23] Ibid., p. 414.

interested in boys. Even though the majority of girls are interested in boys, there are some that are still indifferent or hostile toward the boys. The boys at age twelve seem to have their interests in girls evenly divided. About one-third of the boys are interested, one-third are not interested, and one-third are expressing neutral feelings. Even though there is a beginning of mutual interest in opposite-sex relationships, dating is not too widespread.[24]

The findings of the Gesell Institute revealed that a few rather mature girls do a considerable amount of dating at age thirteen. However, some girls at this age are still indifferent toward boys. The great majority of girls fall between these two extremes. Most of their associations with boys are at school functions. For some unknown reason boys at thirteen have less interest in girls than they did at age twelve. Some boys indicate that they once had a girl friend but it didn't work out too well.[25]

About one-half of the fourteen-year-old girls date and some go steady by this time. Nearly all the girls of this age are interested in boys and the difference is that some girls do quite a bit of dating while others simply have "secret" crushes on some boys. This is the age where girls attend night activity functions with the hope of being taken home by some boy. A very few of the boys at age fourteen have a steady girl friend. About one-third of the fourteen-year-old boys actually date. Most of the boys indicate an

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[24] Ibid., pp. 414-415.

[25] Ibid., pp. 415-416.

interest as to whether or not their friends are dating. There are some boys at this age who are just not interested in girls.[26]

With few exceptions, most girls at age fifteen do some dating. There are some that go steady but the vast majority go with several boys. Most of the fifteen-year-old girls have quit raving about boys and some even start being critical of boys. In all, their relationships with boys are more at ease. About two-thirds of the boys at this age are dating by now and a few have steady girl friends. There is a big change from fourteen for the boys since most of the non-daters at that time are now dating.[27]

By the age of sixteen nearly all girls have dated or are dating and approximately two-thirds of the boys have dated or are dating. A few of the more mature girls of this age might be seriously considering marriage. Both sexes seem to be at ease with the opposite-sex.[28]

In the development of opposite-sex relationships there seems to be an earlier interest by girls in boys than by boys in girls; an earlier dating pattern by girls than by boys; and more "serious" dating by girls at fifteen and sixteen than by boys. However, by the age of sixteen, both sexes seem to be relaxed and at ease with each other.

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[26] Ibid., pp. 416-417.

[27] Ibid., pp. 418-419.

[28] Ibid.

Peer Group Relationships. One of the significant changes that takes place from childhood to adolescence is the change from a child's self-centered interest to that of the adolescents' interests in the people they surround themselves with.[29]

Eichhorn[30] believed that to some extent peer involvement is characteristic of all societies. Yet in the American culture, this involvement seems to carry a top priority. There is some available evidence which indicates that by mid-adolescence most youngsters are dependent upon their peers for personal security.

Spalding in attempting to study the intensity of peer group involvement and dependence of adolescent boys and girls came to the conclusion:

> . . . that during the last twenty years a growing list of careful research projects in various fields of social relationships has suggested that within the secondary society certain types of at least quasi-primary groupings tend to appear and to become for their members very important devices for adaptation for their social milieu.[31]

The extent of peer group pressures has been studied by Gordon and he concluded that " . . . even though children may resist inwardly or feel threatened, they attempt to produce the behavior they think the group expects of them.[32]

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[29]Eichhorn, op. cit., p. 48.

[30]Ibid.

[31]C. B. Spalding, "Cliques, Gangs, and Networks," Sociology and Social Research, Vol. 32, 1950, p. 298.

[32]Ira J. Gordon, Human Development: From Birth Through Adolescence (New York: Harper and Row, Publishers, 1962), p. 214.

The problems of youth and their pressures in American contemporary society was investigated by Toby. This author stated:

> In all societies, children are taught to interact with peers. In American society, however, peer socialization presents special difficulties:
>
> (1) In the United States, as in other industrial societies, the isolation of the conjugal family and the anonymity of the urban community accentuates the qualitative differences between relationships inside and outside the family.
>
> (2) In the United States more than in other industrial societies of the contemporary world, ideological pressure for "adjusting" to peers is well nigh inescapable. A youngster who lives in a world of books or dreams is forced by the expectations of his parents and of other adults in the community to come to terms with his peers---- sometimes at the expense of his individuality.[33]

Of particular interest is the development of peer group relationships of youth from the age of eleven through age sixteen. The studies conducted by the Gesell Institute gave some insight into this development.

There tends to be a period of quarreling and making up between friends for both sexes at age eleven. The boys seem to be in a stage of becoming more selective in choosing their friends. The girls expend a considerable amount of effort in attempting to control each other. Both sexes tend to cluster together in their own group.[34]

For most twelve-year-olds the emotionalism in their

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[33]Jackson Toby, Contemporary Society (New York: John Wiley and Sons, Inc., 1964), p. 337.

[34]Gesell, op. cit., p. 388.

relationships with others is disappearing. Both boys and girls seem to make friends easily and there is a shifting of youngsters from one "group" to another. Also, there is a beginning of "crossing" the sex lines between groups.[35]

For a great many boys, age thirteen finds them less sociable than at age twelve. The group doesn't appeal very much to many of the boys at this age. Their interests tend to be in solitary activities or activities involving one or two close friends. The girls at thirteen are starting to form groups but the groups remain rather small and flexible. Also, there seems to be less crossing of sex lines than at age twelve.[36]

At fourteen years of age, boys once again become more sociable. Although they begin to form groups, the groups are loosely knit and "friendly." The girls at age fourteen, however, are also forming their groups but the groups are more sharply defined. The girls friendships undergo more scrutiny at this age than the boys. There is a casual crossing of sex lines either at school or other "unplanned" times.[37]

By the age of fifteen, both boys and girls have pretty much chosen groups to which they belong. The selection criteria is primarily "a community of interests." The group lines are sharply drawn and there is a spirit of

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[35] Ibid.

[36] Ibid., pp. 388-389.

[37] Ibid., p. 389.

cohesion among the groups. Both sexes indicate an interest for informal mixed associations among the groups.[38]

The boys at sixteen years of age continue to be strongly motivated to share in the activities of their peer group. They exhibit unity and spirit in being able "to do things together." On the other hand, girls tend to cultivate new friends as well as their old friends at this age. The inter-mixing of groups by sex continues at this age.[39]

Peer group involvement is indicative of all societies but according to some investigators, this involvement is even more intensified in the American urbanized society. The development of peer group relationships ranges from the child's self-centered outlook to that of the adolescent's strong attachment to the group. As in other relationships, the development of peer group relationships is in a period of flux from the ages of eleven through fifteen and sixteen for many youngsters.

Research and Literature Related to Earlier Social Experiences

Although not yet conclusive, there was some available literature and research which tended to indicate that youth have earlier patterns of social interests and experiences than did their predecessors. Havinghurst[40] supported the

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[38] Ibid.

[39] Ibid., pp. 389-390.

[40] Robert J. Havinghurst, "Lost Innocence-Modern Junior High School Youth," Bulletin of the National Association of Secondary School Principals, April, 1965, pp. 2-4.

notion that children today grow up faster in many ways than did their parents. Havinghurst's general observations were that the adolescent of today is much more sophisticated, more aware of human nature and society, and has become acquainted with things at an earlier age than did his parents.

Also in support of the thesis that adolescents are having earlier social experiences is Margaret Mead.[41] Mead stated that children today are taller, heavier, and mature earlier than their parents. More importantly, because of this earlier physical maturation, youth are dating, going steady, pairing off, and engaging in concommitant social activities at earlier ages than the youth before them.

Tanner,[42] in studying the growth characteristics of children and adolescents found that the average nine-year-old of today is as large as the ten-year-old of thirty years ago. He further concluded that this earlier physical maturation is accompanied by earlier sexual maturation.

Bauer[43] compared today's adolescent with the adolescents of the 1920's and the 1930's. The findings revealed that the adolescent of today is not only taller but has considerable more mobility and freedom than the adolescent of 1920 or 1930.

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[41]Margaret Mead, "Early Adolescence in the United States," Bulletin of the National Association of Secondary School Principals, April, 1965, p. 9.

[42]J. M. Tanner, Growth at Adolescence (Oxford: Blackwell Scientific Publications, 1962), pp. 143-144.

[43]Francis C. Bauer, "Causes of Conflict," Bulletin of the National Association of Secondary School Principals, April, 1965, p. 15.

A few investigators have revealed a trend toward earlier heterosexual relationships among preadolescents and adolescents. Harris studied the interest patterns of youth concerning love and marriage in a longitudinal study from 1935 to 1957. This author concluded that " . . . today youth marry younger and show an earlier interest in social relations, love, and marriage."[44]

A study by Smith[45] in 1952 revealed that 16 per cent of the boys and 22 per cent of the girls dated at the age of twelve. By age thirteen, 29 per cent of the boys and 46 per cent of the girls had dated. At fifteen years of age about one-half of the boys and nearly all the girls had dated.

Jones[46] compared attitudes and interests of ninth grade classes from 1935 to 1959 and found that the 1959 class had greater heterosexual interests than the earlier classes. Kuhlen and Lee[47] found similar results in a study in 1943 when they reported an earlier pattern of heterosexual relationships between adolescents of that decade and adolescents in the two prior decades.

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[44]Dale B. Harris, "Sex Differences in the Life Problems and Interests of Adolescents," 1935 and 1957, Child Development, XXX (1959), pp. 453-459.

[45]W. M. Smith, "Rating and Dating," Marriage and Family Living, XIV (1952), p. 313.

[46]Mary C. Jones, "A Comparison of the Attitudes and Interests of Ninth Grade Students Over Two Decades," Journal of Educational Psychology, LI (1960), p. 186.

[47]R. G. Kuhlen and B. J. Lee, "Personality Characteristics and Social Acceptability in Adolescence," Journal of Educational Psychology, XXXIV (1943), p. 326.

Eichhorn[48] concluded that because of earlier physical maturation and cultural changes permeating the American scene during the post World War II years, behaviors, interests and attitudes had shown a definite earlier trend. In a similar vein, Howard[49] felt that the culture which is producing an earlier physical maturity has perceptibly speeded up the social maturation process.

No studies were found in the literature that indicated the grade levels in which youngsters tended to have similar social relationships with those around them. However, a study by Dacus[50] does throw some light on this question. This investigator studied pupils in grades five through ten with criterion measures of social, emotional, and physical maturity. The findings of this study revealed that the least difference between the subjects social maturity was between grades six and seven and between grades nine and ten. The most significant finding of this study was the marked difference between the social maturity of eighth grade boys and ninth grade boys.[51]

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[48]Eichhorn, op. cit., p. 53.

[49]Alvin W. Howard, Teaching in Middle Schools, (Scranton, Pennsylvania: International Textbook Company, 1968), p. 4.

[50]Wilfred P. Dacus, Study of the Grade Organizational Structure of the Junior High School as Measured by Social Maturity, Emotional Maturity, Physical Maturity, and Opposite Sex Choices, (Unpublished Doctoral Dissertation: University of Houston, 1963), pp. 120-121.

[51]Ibid.

Summary

It was apparent in the literature that the years between eleven and sixteen are experimental and transitional for the great majority of youth in regard to their social relationships with family, same-sex friends, opposite-sex friends, and peer groups. In general, the literature revealed a marked difference between the social relationships of the eleven-year-old and the social relationships of the sixteen-year-old.

The primary difference in the family relationships of an eleven-year-old and a sixteen-year-old is that the eleven-year-old is dependent upon his family for personal security and interest while the sixteen-year-old has usually established some independence from the family.

The emotional and experimental same-sex relationships at the age of eleven tend to smooth out by the age of fifteen or sixteen. Common interests become more important in strengthening bonds between same-sex friends as the child becomes older.

The literature revealed that interest in the opposite-sex is more apparent in younger girls than in younger boys. Between the ages of eleven and sixteen there is a considerable amount of experimentation by both sexes in their relationships with each other. By the age of sixteen the relationships between the sexes is rather smooth in that a great majority of both boys and girls are now dating and appear to be quite at ease with each other.

The most conspicuous feature of peer group relationships is the movement of the ego-centric child toward the strong attachment of the adolescent with his peers. Between these two positions much experimentation and variation is found in the relationships among peers.

Some evidence was cited which indicated that youth today are entering into an earlier pattern of physical development accompanied by an earlier pattern of social interests, attitudes, and behaviors than did their predecessors.

CHAPTER III

DESIGN OF THE STUDY

Community Description

A delimitation of this study was that selected social practices of students in grades six through ten who were enrolled in the Ada Public Schools would be investigated. Consequently, a detailed description of this community should be of value to other educators and investigators in the utilization of the data presented in this study.

The city of Ada, Oklahoma is located eighty-three miles southeast of Oklahoma City. Ada is the county seat of Pontotoc County and the home of East Central State College. The 1969 "Survey of Buying Power" estimated Ada's population at 16,000. Local population estimates of the corporate limits of Ada agreed closely with this figure.[1]

The primary sources of income for the residents of Ada comes, in 1969, from industry, agriculture, and retail and wholesale trade. The per capita income of the residents of Ada in 1969 was $2,380.00 which was slightly above the ten county regional average of $2,140.00 and the Pontotoc

[1]Information obtained from the City of Ada Chamber of Commerce.

County per capita income of $2,058.00.[2] The approximate percentage of all people receiving welfare assistance in Ada was eight per cent in 1968, which included old-age assistance, aid for dependent children, and disability assistance.[3]

According to the 1960 census, the racial composition of Ada was made up of 93.1 per cent white, 3.4 per cent Negro, and 3.5 per cent American Indian.[4]

According to a survey taken in 1970 by the Ada Ministerial Alliance, the total church membership of the city of Ada was approximately sixty per cent of the city population. Of this, twenty-four per cent were members of one of the Baptist Churches; twelve per cent were members of the Methodist Church; five per cent were members of one of the Churches of Christ; and three per cent were members of the Christian Church. Other denominations which included the Nazarene, Pentecostal, Lutheran, Presbyterian, Roman Catholic, Episcopal, and Independent Churches, comprised the remaining sixteen per cent.[5]

The educational system of Ada included five elementary schools, one junior high school, one high school and

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[2] Ibid.

[3] Information obtained from Office of Public Welfare, Pontotoc County.

[4] Information obtained from Source Notebook, Table 5, Ada City Chamber of Commerce.

[5] Information obtained by survey of the Ada Ministerial Alliance.

East Central State College, in the school year 1969-70. Enrolled in K-12 in the public schools were approximately 2,700 students. Of these students, 2,591 were white, sixty-seven were Negro, thirty were American Indian, eight were Spanish American, and four were oriental.[6]

The social and recreational activities of the community centered around college, church, and public school activities which included dances, socials, parties, athletic events, plays, and musicals. There were two swimming pools and one movie theatre. Also, because of the location of Ada, there was a considerable amount of involvement in out-of-doors activities such as fishing, hunting, picnicing, and camping.

Methodology

Subjects. The population for this study included all students in grades six through ten who were enrolled in the Ada Public Schools during the 1969-70 school year. The population included 96 sixth grade girls and 96 sixth grade boys; 101 seventh grade girls and 92 seventh grade boys; 91 eighth grade girls and 104 eighth grade boys; 93 ninth grade girls and 112 ninth grade boys; and 89 tenth grade girls and 84 tenth grade boys. The total population consisted of 471 girls and 488 boys.

A sample of the population which included fifteen girls and fifteen boys from each grade level was selected by

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[6] Information obtained from Title I E.S.E.A. Application, 1969 of the Ada Public Schools.

the utilization of a random sampling technique. This sampling technique consisted of preparing separate alphabetical lists by sex and by grade level and assigning a number to each name on that list. Written numbers corresponding to the numbers on each list were placed in a box and drawn out one at a time until fifteen numbers had been selected. This technique continued until fifteen girls and fifteen boys from each grade level had been selected. The total sample for grades six through ten consisted of seventy-five girls and seventy-five boys.

Questionnaire Administration. Since the investigator was the high school principal and it was felt that this factor might inject bias into the study, three counselors from the Ada Public Schools were trained to administer the questionnaire.

A meeting was held with the three counselors at which time instructions concerning the administration of the questionnaire and prepared lists of the sample by grade level were provided. The instructions to the counselors were to tell the students that, "I want to find out some information about boys and girls of your age group. Since you don't have to put your name on the questionnaire, you should feel free to be completely honest in your responses. Fill out the information at the top of the questionnaire in regard to your age, sex, and grade. Please read the statements carefully and circle the answer that you agree with. There is no right or wrong answer on this questionnaire." (See Appendix A.)

In order to further standardize the questionnaire administered by the three counselors, it was decided to administer the questionnaire to all subjects during the same school week. Also, for purposes of standardization, it was decided to administer the questionnaire, when possible, to groups of ten students composed of five boys and five girls.

Instrumentation

Questionnaire Construction. A scaled Likert-type questionnaire was developed for the purpose of ascertaining selected social practices of students of grades six through ten. The questions selected for this study were based upon their ability to differentiate between preadolescents and adolescents in regard to their relationships with family, peer group, opposite-sex, and same-sex. A review of the literature revealed the following selection criteria.

1. The child depends largely on his parents and home for personal security, interests, and values while the adolescent transfers this dependence to his peer group.

2. From childhood to adolescence emerges a more positive cross-sex relationship through dances, dating and the like.

3. A child's interests are largely self-centered, but as adolescence approaches, interests in the peer group begin to be asserted in even greater measure.

4. During childhood, the youngster is characterized with a greater interest in their own sex and the segregation of the sexes is self-imposed by the children while this self-imposed restriction is absent in adolescence.

The final questionnaire contained twenty-five statements which were selected because of their ability to differentiate among preadolescents and adolescents social practices in regard to their family, same-sex, opposite-sex, and peer group relationships. This was determined by the utilization of the fore-mentioned criteria.

The questionnaire was scaled to give the respondent five choices ranging from "strongly disagree" to "strongly agree." A key was developed in order to quantify the data. A value of four was given to the preadolescents' expected highest choice, (either strongly agree or strongly disagree,) and a value of zero was given to the adolescents' highest expected choice, (either strongly agree or strongly disagree). The range of possible values was from zero to four. The questionnaire statements were staggered so that some statements favored preadolescents and some statements favored adolescents in an attempt to eliminate response bias.

Questionnaire Validation. If the questionnaire could do what it was constructed to do, i.e., differentiate between the selected social practices of preadolescents and adolescents in regard to their family, opposite-sex, same-sex and peer group relationships, then the validity criteria would be met.

With the prediction that preadolescents would score higher on the questionnaire than adolescents, the questionnaire was pre-tested on thirty sixth grade students divided equally according to sex and thirty tenth grade students

divided equally according to sex. The data were collected and analyzed by utilization of a "t" test for independent samples. The following formula was used:[7]

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_c^2}{N_1} + \frac{S_c^2}{N_2}}}$$

Where:

$\overline{X_1}$ = Mean of sixth grade students = 52.10

$\overline{X_2}$ = Mean of tenth grade students = 39.27

S_c^2 = Combined variance estimate

N_1 = Number of sixth grade students

N_2 = Number of tenth grade students

A calculated "t" value of 4.36 was found. Using a one-tailed test with fifty-eight degrees of freedom, a "t" value of 4.36 was significant beyond the 0.0005 level of confidence. Since the difference was highly significant and also in the direction that was predicted, the questionnaire then, according to this data, had the ability to differentiate between adolescents' and preadolescents' selected social practices. (See Appendix B.)

In addition to the above statistical validation, the mean response for each item was calculated. (See Appendix B.)

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[7]George A. Ferguson, Statistical Analysis in Psychology and Education, (New York: McGraw-Hill Book Company, 1966), pp. 167-168.

The prediction was that the mean response of the sample of the sixth grade students would be equal to, or higher than, the mean response of the sample of the tenth grade students for each of the twenty-five items.

Originally, two items did not fulfill this prediction. Consequently, these two items were replaced by two items that were also pre-tested to meet this prediction.

Questionnaire Reliability. The reliability of the questionnaire was established by a correlation technique of questionnaire data collected from five girls and five boys in grades six through ten on two different testing situations. The testing was administered thirty days apart. Using a formula for ungrouped data a correlation coefficient of 0.89 was computed.[8]

Treatment of the Data

Factorial Analysis of Variance, as discussed by Kerlinger[9] and Winer[10] was used to analyze the independent and interactive effects of the two independent variables, sex and grade level, on the dependent variable, selected social practices. The statistical design was to randomly select fifteen boys and fifteen girls from each grade level and place their scores in the appropriate cells of the matrices. The sums of squares were then computed for grade

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[8] Ibid., p. 111.

[9] Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, 1946), pp. 213-226.

[10] B. J. Winer, Statistical Principles in Experimental Design, (New York: McGraw-Hill, 1962), pp. 228-240.

level, sex, and interactive effects of grade level and sex for each matrix.

The following formulas were used for the computation of the sum of squares:

$$SS_a = \left[\frac{\left(\Sigma X_{c1}\right)^2}{N_{c1}} + \frac{\left(\Sigma X_{c2}\right)^2}{N_{c2}} + \frac{\left(\Sigma X_{c3}\right)^2}{N_{c3}}\right] - \frac{\left(\Sigma X_{tc}\right)^2}{N_{tc}}$$

$$SS_b = \left[\frac{\left(\Sigma X_{r1}\right)^2}{N_{r1}} + \frac{\left(\Sigma X_{r2}\right)^2}{N_{r2}}\right] - \frac{\left(\Sigma X_{tr}\right)^2}{N_{tr}}$$

$$SS_t = \left(\Sigma X_{tc}\right)^2 - \frac{\left(\Sigma X_{tc}\right)^2}{N_{tc}}$$

$$SS_{bg} = \left[\frac{\left(\Sigma X_{g1}\right)^2}{N_{g1}} + \frac{\left(\Sigma X_{g2}\right)^2}{N_{g2}} + \frac{\left(\Sigma X_{g3}\right)^2}{N_{g3}} + \frac{\left(\Sigma X_{g4}\right)^2}{N_{g4}}\right] - \frac{\left(\Sigma X_{tc}\right)^2}{N_{tc}}$$

$$SS_w = SS_t - SS_{bg}$$

$$SS_{ab} = SS_{bg} - SS_a + SS_b$$

Where:

SS = sum of squares
a = grade level
b = sex
t = total
bg = between groups
w = within
ab = interaction of grade level and sex
n = number in group
c = columns
r = rows
g = groups

The statistic used was the F ratio; i.e., the ratio of the mean square of the within groups. The mean square was computed by dividing the sum of squares by the degrees of freedom.

The level of significance was selected as $\alpha = 0.05$. This level of confidence is customary for this type of study. This level is associated with the probability that the results of the research condition being studied may occur five per cent of the time by chance. In order to reject the Ho, an F value must be equal to, or greater than, the value required at $\alpha = 0.05$. To determine the significance of the critical values of F, refer to Table D in Ferguson.[11]

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[11] Ferguson, op. cit., pp. 407-408.

CHAPTER IV

PRESENTATION OF THE DATA AND FINDINGS

The purpose of this study was to investigate selected social practices of students in grades six through ten. The method of measuring this variable was the selected social practices questionnaire which was developed specifically for this study.

The data of this study were collected from a sample of seventy-five girls and seventy-five boys in grades six through ten who were enrolled in the Ada Public Schools. The questionnaire was scored and the data were arranged so that the statistical treatment could be performed as stated in the section on the treatment of the data in Chapter III. All hypotheses were tested by use of the F ratio.

The statistical design called for three contingency tables to be used. A 2 X 3 contingency table was used for Ho_1, Ho_2, and Ho_3, likewise a 2 X 3 table was used for Ho_4, Ho_5, and Ho_6; and a 2 X 2 table was used for Ho_7, Ho_8, and Ho_9. Further analysis for specific significance necessitated the use of one-way analysis of variance techniques which likewise utilizes the F ratio.

Since factoral analysis is designed to test multiple hypotheses, the three hypotheses relating to each organizational grouping will be presented and discussed in conjunction with that organizational grouping. The following three hypotheses relate to six, seven, and eight organizational grouping.

Hypothesis 1 was: There is no significant difference in selected social practices among students in grades six, seven, and eight.

Hypothesis 2 was: There is no significant difference in selected social practices of students in grades six, seven, and eight, according to sex.

Hypothesis 3 was: There is no relationship between selected social practices of students according to sex and grade level six, seven, and eight.

The data as shown in Table I indicated the mean scores of selected social practices for sixth, seventh, and eighth grade boys and girls; sixth, seventh, and eighth grade boys; and sixth, seventh, and eighth grade girls.

TABLE I

MEAN SCORES BY GRADE AND SEX FOR GRADES SIX, SEVEN, AND EIGHT

SEX	GRADE LEVEL			
	6	7	8	Combined
Boys	52.86	52.20	48.53	51.59
Girls	53.33	48.53	45.73	49.59
Total	53.27	50.37	47.13	50.26

Hypothesis 1 was tested by use of the F test for the variance between grades as indicated in Table II. The F ratio for the variance between grades six, seven, and eight was significant beyond the 0.05 level of confidence. This probability indicated a significant difference in selected social practices between grades six, seven, and eight.

TABLE II

SUMMARY OF THE ANALYSIS OF DATA FOR GRADES SIX, SEVEN, AND EIGHT

SOURCE	df	ss	ms	F	P
Between grades (6th, 7th, 8th)	2	564.82	282.41	3.41	(0.05)
Between sexes (boys, girls)	1	80.28	80.28	0.97	(n.s.)
Interaction (sex X grade)	2	84.15	42.07	0.51	(n.s.)
Within groups	84	6,955.87	82.83		
Total	89	7,685.12			

In order to determine significant difference between grades, a post-mortem technique of comparing means two at a time as developed by Scheffe[1] was used. The data in Table III shows the results of this comparison. The only significant F resulting from these comparisons was found between sixth and eighth grade students' selected social practices.

The determination of whether this difference was due to the difference between selected social practices of

[1]Ferguson, op. cit., pp. 296-297.

boys or girls or both boys and girls necessitated the employment of one-way analysis of variance techniques. An F ratio between selected social practices of sixth, seventh, and eighth grade boys was computed. This data is shown in Table IV. The statistical analysis revealed the difference in selected social practices between sixth, seventh, and eighth grade boys not to be significant.

TABLE III

COMPARISON OF MEANS TWO AT A TIME FOLLOWING AN F TEST FOR GRADES SIX, SEVEN, AND EIGHT

COMPARISON	F	P
Sixth versus Seventh	1.53	(n.s.)
Sixth versus Eighth	6.82	(0.05)
Seventh versus Eighth	1.90	(n.s.)

TABLE IV

ANALYSIS OF DATA FOR SIXTH, SEVENTH, AND EIGHTH GRADE BOYS

SOURCE	df	ss	ms	F	P
Between groups (6th, 7th, 8th, - boys)	2	163.34	81.67	0.31	(n.s.)
Within groups	42	11,130.53	265.01		
Total	44	11,293.87			

Likewise, an F ratio was computed to determine the difference between selected social practices of sixth,

seventh, and eighth grade girls. The data in Table V reveal the difference to be significant beyond the 0.005 level of confidence.

TABLE V

ANALYSIS OF DATA FOR SIXTH, SEVENTH, AND EIGHTH GRADE GIRLS

SOURCE	df	ss	ms	F	P
Between groups (6th, 7th, 8th - girls)	2	1,374.51	687.25	11.59	(0.005)
Within groups	42	2,492.00	59.33		
Total	44	3,866.51			

The mean scores of the sixth, seventh, and eighth grade girls were compared two at a time to determine the significance between the grades. The data in Table VI reveal a significance difference at the 0.05 level of confidence between selected social practices of sixth and eighth grade girls.

TABLE VI

COMPARISON OF MEANS TWO AT A TIME FOR SIXTH SEVENTH, AND EIGHTH GRADE GIRLS

COMPARISON	F	P
Sixth versus Seventh	1.06	(n.s.)
Sixth versus Eighth	4.76	(0.05)
Seventh versus Eighth	1.33	(n.s.)

Hypothesis 2 was tested by computing an F ratio between the sexes for each grade level. (See Table I for mean scores.) The data in Table II show an F ratio between boys and girls selected social practices for grades six, seven, and eight to be 0.97 which is not significant. Thus this test failed to reject hypothesis 2.

Hypothesis 3 was tested by computing an F ratio for the interaction between sex differences and grade level differences of selected social practices. The computed F ratio as revealed in Table II was 0.51 which was not significant. Since no relationship was found between selected social practices of students according to sex and grade levels six, seven, and eight, hypothesis 3 was not rejected.

The following hypotheses were used to test selected social practices of seventh, eighth, and ninth grade boys and girls.

Hypothesis 4 was: There is no significant difference in selected social practices among students in grades seven, eight, and nine.

Hypothesis 5 was: There is no significant difference in selected social practices of students in grades seven, eight, and nine, according to sex.

Hypothesis 6 was: There is no relationship between selected social practices of students according to sex and grade levels seven, eight, and nine.

The data in Table VII show the mean scores of selected social practices of students in grades seven, eight, and nine.

Hypothesis 4 was tested by computing the sums of squares between grades seven, eight, and nine. Table VIII shows the results of the analysis between these grades. An F ratio of 7.04 was associated with the sums of squares between grades seven, eight, and nine which was found significant beyond the 0.005 level of confidence.

TABLE VII

MEAN SCORES BY GRADE AND SEX FOR GRADES SEVEN, EIGHT, AND NINE

SEX	GRADE LEVEL			
	7	8	9	Combined
Boys	52.20	48.53	39.40	46.71
Girls	48.53	47.73	41.06	45.11
Total	53.37	47.13	40.27	45.92

TABLE VIII

SUMMARY OF THE ANALYSIS OF DATA FOR GRADES SEVEN, EIGHT, AND NINE

SOURCE	df	ss	ms	F	P
Between grades (7th, 8th, 9th)	2	1,596.16	798.08	7.04	(0.005)
Between sexes (boys, girls)	1	56.02	56.02	0.49	(n.s.)
Interaction (sex X grade)	2	128.15	64.07	0.56	(n.s.)
Within groups	84	9,522.13	113.36		
Total	89	11,302.46			

Since there was a significant difference between selected social practices of seventh, eighth, and ninth grade students, it was necessary to compare the grades two at a time for specific differences between the grades. This comparison is shown in Table IX. This analysis revealed a significant difference between selected social practices of seventh and ninth grade students and eighth and ninth grade students.

TABLE IX

COMPARISON OF MEANS TWO AT A TIME FOLLOWING AN F TEST FOR GRADES SEVEN, EIGHT, AND NINE

COMPARISON	F	P
Seventh versus Eighth	1.36	(n.s.)
Seventh versus Ninth	13.23	(0.005)
Eighth versus Ninth	6.10	(0.025)

In order to determine if this difference was due to selected social practices of boys or girls or both boys and girls, it was necessary to analyze the data further by use of one-way analysis of variance techniques.

The sums of squares between the seventh, eighth, and ninth grade boys revealed an F ratio of 5.62 which was significant beyond the 0.01 level of confidence. This data is presented in Table X. A comparison of mean scores two at a time between seventh, eighth, and ninth grade boys is presented in Table XI. The findings from this analysis revealed a significant difference between selected social practices

of seventh and ninth grade boys and a significant difference in selected social practices between eighth and ninth grade boys.

The analysis of the data for seventh, eighth, and ninth grade girls is shown in Table XII. This analysis failed to reveal a significant difference between selected social practices of seventh, eighth, and ninth grade girls.

TABLE X

ANALYSIS OF DATA TABLE FOR SEVENTH, EIGHTH, AND NINTH GRADE BOYS

SOURCE	df	ss	ms	F	P
Between groups (7th, 8th, 9th - boys)	2	1,303.52	651.76	5.62	(0.01)
Within groups	42	4,867.73	115.89		
Total	44	6,171.25			

TABLE XI

COMPARISON OF MEANS TWO AT A TIME FOR SEVENTH, EIGHTH, AND NINTH GRADE BOYS

COMPARISON	F	P
Seventh versus Eighth	0.88	(n.s.)
Seventh versus Ninth	10.60	(0.005)
Eighth versus Ninth	5.39	(0.05)

TABLE XII

ANALYSIS OF DATA TABLE FOR SEVENTH, EIGHTH, AND NINTH GRADE GIRLS

SOURCE	df	ss	ms	F	P
Between groups (7th, 8th, 9th - girls)	2	418.80	209.40	1.89	(n.s.)
Within groups	42	4,656.40	110.87		
Total	44	5,075.20			

Hypothesis 5 was tested by computing the sums of squares for selected social practices between boys and girls in grades seven, eight, and nine. This data is shown in Table VIII. The probability associated with the F ratio between selected social practices of boys and girls for grades seven, eight, and nine was not significant. Hypothesis 5 was not rejected by the results of this analysis.

Hypothesis 6 which dealt with the relationship between selected social practices of students according to sex and grade level seven, eight, and nine was tested by computing the sums of squares for this interaction. This data is shown in Table VIII. The analysis of the data failed to show a relationship between selected social practices according to sex and grade levels seven, eight, and nine. Thus, the analysis of the data failed to reject hypothesis 6.

The final organizational grouping studied was the ninth and tenth grade grouping. The three hypotheses

associated with testing the differences between ninth and tenth grade students selected social practices are as follows:

Hypothesis 7 was: There is no significant difference in selected social practices of students in grades nine and ten.

Hypothesis 8 was: There is no significant difference in selected social practices of students in grades nine and ten according to sex.

Hypothesis 9 was: There is no relationship between selected social practices of students according to sex and grade level nine and ten.

The data for the nine and ten organizational grouping were analyzed by computing the sums of squares for grades, sex, and the interaction of grade level and sex. The mean scores of the ninth and tenth grade students selected social practices are listed by sex and grade level in Table XIII.

TABLE XIII

MEAN SCORES BY GRADE AND SEX FOR GRADES NINE AND TEN

SEX	GRADE LEVEL		
	9	10	Combined
Boys	39.40	38.13	38.76
Girls	41.07	43.93	42.53
Total	40.27	41.03	40.65

The summary of the analysis of the data for grades nine and ten is listed in Table XIV. The F ratio between grades nine and ten was 0.08 which was associated with a probability that was not significant. Consequently, there was no significant difference between the selected social practices of ninth and tenth grade students. Hypothesis 7 was not rejected.

Hypothesis 8 was tested by computing the sums of squares between boys and girls in the ninth grade and between boys and girls in the tenth grade. The data in Table XIV revealed an F ratio between the sexes of 1.92. This F ratio was associated with a probability which was not significant. The evidence from the analysis of the data did not warrant the rejection of hypothesis 8. Consequently, hypothesis 8 was accepted.

The final hypothesis was tested by computing the sums of squares due to the interaction between sex and grade level in regard to selected social practices. The data in Table XIV indicated that there was no interaction between these two variables. Thus hypothesis 9 was accepted by the analysis of the data of this study.

Item Analysis

The social practices that were selected for study were based upon criteria established in the literature in regard to the general pattern of family, same-sex, opposite-sex, and peer group relationships. The following discussion pertains to the findings of this study in regard to the

TABLE XIV

SUMMARY OF THE ANALYSIS OF DATA
FOR GRADES NINE AND TEN

SOURCE	df	ss	ms	F	P
Between grades (9th, 10th)	1	8.82	8.82	0.08	(n.s.)
Between sexes (boys, girls)	1	212.82	212.82	1.92	(n.s.)
Interaction (sex X grade)	1	62.01	62.01	0.56	(n.s.)
Within groups	56	6,200.00	110.72		
Total	59	6,483.65			

differences and commonalities in the above relationships as measured by selected social practices of boys and girls in each of the grade levels studied.

Family Relationships. The items that were selected for the determination of family relationships of the subjects of this study were selected on the basis of the following criterion:

> The child depends largely on his parents and home for personal security, interests, and values while the adolescent transfers this dependence to his peer group.

The items on the instrument that attempted to determine the extent of the subjects family relationship were items 1, 2, 3, 4, 5, 6, and 19. (See Appendix A.)

In order to determine the extent of agreement or disagreement of the subjects on the items of the instrument used in this study, the strongly agree and the agree responses

were combined and the strongly disagree and the disagree responses were combined. In addition, mean item responses by sex and grade were computed. (See Appendix E.) Table XV revealed the extent of agreement or disagreement of boys and girls in grades six through ten on items 1, 2, 3, 4, 5, 6, and 19.

TABLE XV

EXTENT OF AGREEMENT OR DISAGREEMENT ON FAMILY RELATIONSHIP ITEMS OF BOYS AND GIRLS IN GRADES SIX THROUGH TEN

ITEM	GRADE LEVEL AND SEX																			
	6				7				8				9				10			
	B		G		B		G		B		G		B		G		B		G	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1.	5	5	5	6	4	7	5	8	7	6	7	4	11	1	7	6	8	3	5	8
2.	6	6	9	5	3	8	7	7	4	8	6	6	10	5	10	5	9	6	9	6
3.	5	5	4	9	8	4	9	5	5	4	4	3	3	10	6	7	3	11	3	9
4.	7	6	0	13	2	10	3	8	5	9	4	7	7	5	9	5	6	6	5	5
5.	12	0	10	4	8	4	9	2	8	3	12	2	4	6	9	4	5	7	7	6
6.	4	9	7	4	4	5	5	6	6	7	4	10	5	9	5	6	3	12	5	5
19.	6	5	4	6	8	6	5	8	4	7	4	6	9	4	11	4	13	1	9	5

Item 1 was: When I disagree with my parents on whom I should run around with, I usually end up running around with the people I want to. Both boys and girls, as a group, in grade six were undecided as to their response to item 1. Both boys and girls, as a group, in grade seven disagreed with this practice. Of particular importance was the conspicuous difference between the responses of the seventh grade

girls and eighth grade girls and between the eighth and ninth grade boys to this statement. The analysis of the responses to this item would indicate that students in grades eight, nine, and ten, with the exception of tenth grade girls, tended to agree that they run around with the people they want to even though their parents disagreed with them. The most conspicuous change for the girls on their responses to this item was between the seventh and eighth grades. For the boys, the change in response was between the eighth and ninth grades.

Item 2 was: There seldom seems to be any disagreement between my parents and me as to how I look or what I wear to the different places that I go. Of particular importance was that the ninth and tenth grade students indicated smoother relationships with their parents than the students in the other grades with the exception of the sixth grade girls. The analysis also revealed that the seventh and eighth grade boys expressed the most disagreement with their parents when compared with other boys and girls in the remaining grades.

Item 3 was: I usually tell my parents everything that took place at a party even though some things that happened were not too nice. The analysis of this item revealed that sixth grade girls and ninth and tenth grade students tended to disagree with this statement while the seventh and eighth grades tended to agree with this statement. For the boys' sample the direction of the response

changed between the eighth and ninth grades while the girls' change of response was more gradual and spread out between the eighth and tenth grades.

Item 4 was: I often choose to go places with my friends even though my family has planned to go somewhere else. With the exception of the sixth grade boys, the trend as indicated by the subjects' responses to this item was for the students in grades nine and ten to have more conflicts in choosing to go with friends or with family than students in other grades. The analysis also revealed a marked difference in the responses between eighth and ninth grade students with the majority of eighth grade students disagreeing with this statement while the majority of the ninth grade sample agreed with this statement.

Item 5 was: When parents are invited to a school or church activity, I usually encourage my parents to go with me to that activity. The majority of all students in all grades with the exception of the ninth and tenth grade boys, agreed with this statement. Also, there were fewer ninth and tenth grade girls agreeing with this statement when compared to the girl sample in the other grades. The ninth and tenth grade boys and to some extent the tenth grade girls, do not encourage their parents to attend school and church activities with them.

Item 6 was: My parents know better than I do whether or not I should go steady with a (boy-girl). The majority of the boys in all grades tended to disagree with this

statement. Eighty per cent of the tenth grade boys disagreed with this statement. The sixth grade girls agreed with this statement while all other girls in the remaining grades disagreed with this statement. The eighth grade girls with the greatest majority had seventy-one per cent, that disagreed with this statement.

Item 19 was: When I go to a party or a ball game at night, my parents usually let me stay out a while after it is over to be with my friends. The item analysis revealed that the ninth and tenth grade students had more liberties about staying out after night activities than students in the other grades. Of particular interest was the reversal of the direction of responses between the eighth and ninth grade boys and girls.

The item analysis pertaining to family relationship items revealed group differences in responses either between sixth grade boys and tenth grade boys or between sixth grade girls and tenth grade girls on all items. Even though the differences in selected social practices pertaining to family relationships were apparent between sixth and tenth grade students, the differences between other classes were not always apparent.

The analysis of the total instrument by sex and grade level revealed differences in selected social practices between sixth and eighth grade girls, between seventh and ninth grade boys, and between eighth and ninth grade boys. When considering the items related to family relationships,

a considerable amount of difference was found between sixth and eighth grade girls. The eighth grade girls indicated more independence from parents in choosing their friends than did the sixth grade girls. The sixth grade girls indicated less disagreement with parents on how they look or what they wear than did the eighth grade girls.

In reference to whether or not they told parents what took place at parties, the eighth grade girls were more undecided than the sixth grade girls. The sixth grade girls revealed stronger attachment to participating in family affairs than did the eighth grade girls. However, both sixth and eighth grade girls encourage their parents to attend school and church activities with them.

Seventy per cent of the sixth grade girls felt that their parents knew better than they did on whether or not they should go steady with a boy while the majority of eighth grade girls felt they knew best. Sixty per cent of the girls in both classes did not have the liberty of staying out after night activities to be with their friends.

A difference in agreement or disagreement on items 1, 2, 3, 4, and 5 was found between seventh and ninth grade boys while a difference on items 1, 2, 3, 4, 5, and 19 was found between the eighth and ninth grade boys.

As a group the ninth grade boys differed in family related social practices from seventh and eighth grade boys in that the ninth grade boys indicated more liberties about choosing their own friends and staying out after night activities

than did seventh and eighth grade boys. However, the seventh and eighth grade boys indicated more disagreement with parents over how they look and what they wear than did the ninth grade boys.

The ninth grade boys expressed less willingness to tell their parents what took place at their parties than did the seventh and eighth grade boys. Lastly, the ninth grade boys expressed more conflict between going places with their friends and going places with their families than did seventh and eighth grade boys.

The evidences from the analysis of family relationship items seemed to support the factorial analysis of the total instrument in that family relationship social practices of eighth grade girls were different than the family relationship social practices of sixth grade girls. Also, the item analysis supported the difference between family relationship social practices of ninth grade boys and seventh and eighth grade boys.

Same-Sex Relationships. The items that were selected for the purpose of determing same-sex relationships of students in grades six through ten were selected upon the basis of the following criterion:

> During childhood, the youngster is characterized with a greater interest in their own sex and the segregation of the sexes is self-imposed by the children while this self-imposed restriction is absent in adolescence.

The items on the instrument used in this study that pertained to the subjects same-sex relationships were items

11, 12, 14, 21, 22, 23, 24, and 25. Table XVI revealed a summary of the agreement and disagreement of boys and girls in grades six through ten on items related to same-sex relationships.

TABLE XVI

EXTENT OF AGREEMENT OR DISAGREEMENT ON SAME-SEX RELATIONSHIP ITEMS OF BOYS AND GIRLS IN GRADES SIX THROUGH TEN

ITEM	GRADE LEVEL AND SEX																			
	6				7				8				9				10			
	B		G		B		G		B		G		B		G		B		G	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
11.	11	2	10	2	10	2	11	0	13	3	13	0	14	0	14	0	14	0	8	0
12.	6	4	8	3	10	3	7	3	7	3	4	5	5	7	8	3	6	6	6	5
14.	5	7	2	12	4	9	6	7	5	9	5	7	8	5	8	6	10	4	8	5
21.	8	4	7	3	7	3	7	3	6	8	5	2	12	1	6	7	10	4	8	4
22.	5	3	5	7	8	3	2	6	4	8	1	9	2	10	4	11	4	8	4	7
23.	5	7	4	10	6	6	1	9	12	2	2	9	10	4	5	8	6	6	5	9
24.	4	7	5	9	5	10	2	9	2	11	2	13	1	13	1	13	0	13	0	15
25.	11	1	14	1	11	4	8	6	12	0	12	3	7	7	7	7	10	5	10	2

Item 11 was: When I go to parties it is a lot more fun when both boys and girls are there rather than just (boys-girls). Both boys and girls in all grades tended to agree with this statement. However, the mean item responses of the ninth grade students and the tenth grade boys indicated a pattern of strongly agree to this statement. (See Appendix E.)

Item 12 was: When there are both boys and girls at the same party, it is better if no one has to take a date to the party. The ninth grade boys with fifty-eight per cent disagreeing, and the eighth grade girls with fifty-six per cent disagreeing, were the only groups that had a majority to disagree with this statement.

Item 14 was: There are both boys and girls in the group of kids that I run around with. The sixth, seventh, and eighth grade boys and girls, as groups, disagreed with this statement. Sixty per cent of ninth graders and sixty-six per cent of the tenth graders, indicated that their groups were mixed with both sexes.

Item 21 was: I seem to have more fun when (boys-girls) are along than I do when just we (boys-girls) go somewhere. All groups except the eighth grade boys and the ninth grade girls, had a majority agreeing with this statement. However, the ninth grade boys had the greatest majority which consisted of ninety-two per cent that agreed with this statement.

Item 22 was: Girls should have their own things to do and boys their own things to do since both really aren't interested in too many of the same things. The sixth and seventh grade boys tended to agree with this statement. The ninth and tenth grade boys with eighty-three per cent and sixty-seven per cent disagreeing, respectively, had the greater majorities to disagree with this statement. Ninety per cent of the eighth grade girls disagreed with this statement.

Item 23 was: If the school would offer a class about boys and girls personal problems, it would be better if both boys and girls were in the class together rather than having a separate class for boys and a separate class for girls. Of the boy sample, eighty-four per cent of the eighth and seventy-one per cent of the ninth grade boys agreed that it would be better to have boys and girls together in a class about personal problems while other classes either disagreed or were undecided. The majority of the girl samples from all grades indicated that both boys and girls should not be together in a class when discussing each others personal problems.

Item 24 was: When the teacher organizes the class into groups for a project, it would be better to put the boys in separate groups and the girls in their own groups. The majority of boys and girls in each grade indicated disagreement with this practice. However, the sixth and seventh grade boys with sixty-four per cent and sixty-seven per cent, respectively, did not have as great a majority disagreeing as boys from other grades. Likewise, the sixth grade girls with sixty-four per cent disagreeing, lacked as large of a majority to disagree with this statement as did girls from other grades.

Item 25 was: When I meet with my friends before and after school and at noon, there are usually only (boys-girls) with us. The majority of boys and girls in all grades, with the exception of the ninth grade, indicated that their

associations before school, at noon, and after school, were with the same-sex. Fifty per cent of the ninth grade boys and girls indicated that their school associations were with both sexes.

The evidence from the item analysis of same-sex relationship items revealed that the majority of students in grades six through ten prefer opposite-sex friends at their parties and on their outings to same-sex friends. In actual practice the sixth, seventh, and eighth grade students tend to associate more with same-sex friends than students in the ninth and tenth grades. Ninth and tenth grade students tend to include both boys and girls in their groups except at school where the ninth graders mix more with the opposite sex than the tenth graders.

Sixth and seventh grade boys indicated more of a pattern of segregation of the sexes than did the girls or boys in grades eight, nine or ten. The majority of the students indicated that they didn't want to discuss personal matters in a mixed class of boys and girls.

The analysis of the data involving the total instrument revealed significant differences between sixth and eighth grade girls selected social practices. Reference to Table XVI revealed that considerably more sixth grade girls than eighth grade girls indicated same-sex friends in the group that they ran around with. Also, there was some indication as revealed by the responses of sixth and eighth grade girls to item 22 that sixth grade girls were more unsure than

the eighth grade girls on whether boys and girls are interested in too many of the same things. Finally, the discrepancy between the responses of sixth grade girls and eighth grade girls on item 24, revealed that thirty-six per cent of the sixth grade girls, when compared to thirteen per cent of the eighth grade girls, preferred working in class groups of the same-sex rather than mixed groups consisting of both sexes.

The differences between seventh and eighth grade boys and ninth grade boys same-sex relationship items are revealed by the data in Table XVI. Sixty-nine per cent of the seventh grade boys and sixty-five per cent of the eighth grade boys run around with same-sex friends while sixty-two per cent of the ninth grade boys included girls in the groups they ran around with. The eighth grade boys indicated they had more fun with same-sex friends while the ninth grade boys overwhelmingly agreed that they had more fun when both boys and girls were with them.

The seventh grade boys agreed that each sex should have their own things to do while both the eighth and ninth grade boys disagreed with this practice. Also, the seventh grade boys were undecided as a group on whether or not boys and girls should be in the same class where each others' personal problems were discussed. The eighth and ninth grade boys, as a group, thought the practice of having both sexes in the same class would be better. In addition, thirty-three per cent of the seventh grade boys thought that boys and girls should be separated when doing class projects.

Eighty-five per cent of the eighth grade boys and ninety-two per cent of the ninth grade boys did not agree with the practice of having separate groups of boys and girls working on class projects. Seventy-three per cent of the seventh grade boys and all of the eighth grade boys associated before and after school and at noon with same-sex friends while one-half of the ninth grade boys indicated that they include girls in these associations.

Opposite-Sex Relationships. The data in Table XVII revealed the pattern of agreement or disagreement of students in grades six through ten on items that were related to opposite-sex relationships. The selection criterion as revealed in the literature was as follows:

> From childhood to adolescence emerges a more positive cross-sex relationship through dances, dating and the like.

In addition, the criterion utilized for the selection of same-sex relationship items also pertained to the selection of some opposite-sex relationship items. The items that were related to both selection criteria were items 11, 12, 14, 21, 22, 23, 24, and 25. Since these items were discussed under the previous section, no attempt was made to discuss these items individually under the discussion on opposite-sex relationships.

Item 7 was: When I have a personal problem I wouldn't think of sharing it with a (boy-girl) that I like. The majority of both boys and girls in grades six, seven, and eight agreed with this practice. Ninth grade boys and girls were

TABLE XVII

EXTENT OF AGREEMENT OR DISAGREEMENT ON OPPOSITE-SEX RELATIONSHIP ITEMS OF BOYS AND GIRLS IN GRADES SIX THROUGH TEN

ITEM	GRADE LEVEL AND SEX																			
	6				7				8				9				10			
	B		G		B		G		B		G		B		G		B		G	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
7.	6	5	12	3	10	3	9	2	10	3	6	3	5	6	6	7	2	7	5	6
8.	2	8	0	13	2	10	2	10	2	7	3	4	2	7	5	4	7	7	10	3
9.	7	6	9	5	6	8	8	5	9	5	10	2	8	7	9	3	14	1	8	7
10.	8	4	5	8	6	5	4	11	4	8	1	13	4	10	0	13	4	9	3	9
11.	11	2	10	2	10	2	11	0	11	3	13	0	14	0	14	0	14	0	8	0
12.	6	4	8	3	10	3	7	3	7	3	4	5	5	7	8	3	6	6	6	5
13.	6	7	5	7	7	5	1	14	3	10	2	12	1	11	0	15	2	12	2	12
14.	5	7	2	12	4	9	6	7	5	9	5	7	8	5	8	6	10	4	8	5
21.	8	4	7	3	7	3	7	3	6	8	5	2	12	1	6	7	10	4	8	4
22.	5	3	5	7	8	3	2	6	4	8	1	9	2	10	4	11	4	8	4	7
23.	5	7	4	10	6	6	1	9	12	2	2	9	10	4	5	8	6	6	5	9
24.	4	7	5	9	5	10	2	9	2	11	2	13	1	13	1	13	0	13	0	15
25.	11	1	14	1	11	4	8	6	12	0	12	3	7	7	7	7	10	5	10	2

not as divided on this practice as the students in grades six, seven, and eight. Twenty-six ninth and tenth grade students indicated they would share a personal problem with the opposite-sex while eighteen students indicated they would not share a personal problem with the opposite-sex.

Item 8 was: I sometimes ask a (boy-girl) that I like

to go with us on our family outings. The only groups to have a majority to agree with this practice were the ninth and tenth grade girls. However, one-half of the tenth grade boys agreed with this practice. All boys and girls in the other grades disagreed with this statement.

Item 9 was: I frequently talk to a (boy-girl) friend that I like on the telephone. The groups with the largest majorities to participate in this practice were the eighth grade girls with ninety-two per cent, ninth grade girls with eighty-five per cent, and the tenth grade boys with ninety-three per cent. The only group that didn't have a majority agreeing with this statement was the seventh grade boys.

Item 10 was: One thing I really don't enjoy doing is dancing with a (boy-girl) at a party. Sixty-seven per cent of the sixth grade boys and fifty-five per cent of the seventh grade boys agreed that they didn't enjoy this practice. The eighth grade girls with ninety-three per cent and the ninth grade boys with seventy-one per cent, had the largest majority disagreeing with not liking to dance at parties with the opposite-sex.

Item 13 was: If I did go somewhere with a (boy-girl) and my friends found out, they would probably laugh. Of particular interest is the uncertainty of the responses of the sixth grade students and the seventh grade boys. A great majority of boys and girls in the other grades disagreed with this statement.

Response differences between ninth or tenth grade students and sixth or seventh grade students on selected social practices dealing with opposite-sex relationships were indicated on items 7, 8, 9, 10, 11, 13, 14, 22, 23, 24, and 25. The evidence pointed to a greater involvement with the opposite-sex by the majority of students in the ninth and tenth grades when compared to the involvement of the majority of students in the sixth and seventh grades.

Apparent differences in the opposite-sex relationships between sixth and eighth grade girls were found on items 8, 10, 12, 13, 14, and 22. Thirteen sixth grade girls compared to four eighth grade girls indicated that they do not ask boys to accompany them on their family outings. Also, five of the sixth grade girls compared to only one of the eighth grade girls indicated they didn't enjoy dancing with a boy at a party. Seventy-three per cent of the sixth grade girls indicated that it was better not to take a date to a party while the eighth grade girls were undecided as a group on this practice.

Thirty-three per cent of the sixth grade girls as compared to fifteen per cent of the eighth grade girls, thought they would be laughed at if they did go somewhere with a boy. One-third of the eighth grade girls indicated that they ran around with both boys and girls while only fifteen per cent of the sixth grade girls indicated this practice. Finally, there was a difference in the response to the statement that girls and boys should have their own

things to do since they weren't interested in very many of the same things. One-third of the sixth grade girls agreed to this practice as compared to ten per cent of the eighth grade girls.

Major differences between the responses of ninth and seventh grade boys to opposite-sex social practices were found on items 7, 10, 12, 13, 14, 22, 23, 24, and 25. Major differences on opposite-sex items between eighth and ninth grade boys were found on items 7, 12, 14, 21, and 25.

The majority of seventh and eighth grade boys would not share a personal problem with a girl they liked while ninth grade boys as a group, were undecided as to whether or not they would share a personal problem with a girl they liked. As a group the seventh grade boys could not agree as to their liking to dance with a girl while eighth and ninth grade boys indicated they liked dancing with a girl. Also, seventh and eighth grade boys as a group, indicated that it would be best not to have to take a date to a party while fifty-nine per cent of ninth grade boys thought it best to take a date to a party.

As a group, the seventh grade boys were undecided as to whether or not they would be laughed at if they took a girl someplace while the vast majority of eighth and ninth grade boys indicated they would not be laughed at if they took a girl someplace. Both seventh and eighth grade boys as a group, indicated that there were only boys in the group of kids they associated with, while sixty-two per cent of

the ninth grade boys indicated there were both boys and girls in the group they associated with.

Eighth and ninth grade boys differed on whether they have more fun in mixed groups of boys and girls or groups consisting of only boys. Fifty-seven per cent of eighth grade boys favored a group of just boys while ninety-two per cent of the ninth grade boys favored the mixed group of boys and girls. In addition, seventy-three per cent of the seventh grade boys favored the practice of girls and boys having separate things to do because of the lack of a common interest, while eighty-three per cent of the ninth grade boys disagreed with this practice.

The seventh grade boys could not as a group, reach agreement or disagreement on their willingness to sanction a class of both boys and girls where personal problems would be discussed. Seventy-one per cent of the ninth grade boys approved of this practice. Also, one-third of the seventh grade boys thought the practices of having boys and girls separated when working on class projects would be better than having both boys and girls working together while ninety-six per cent of the ninth grade boys preferred mixed groups of boys and girls working on class projects.

Twenty-seven per cent of the seventh grade boys and none of the eighth grade boys indicated they associated with the opposite-sex before school, after school, and at noon while one-half of the ninth grade boys indicated they associated with the opposite-sex at these times.

Peer Group Relationships. Part of the statements on the instrument used for determining selected social practices of boys and girls in grades six through ten were selected on the basis of their relatedness to the peer group relationship of preadolescents and adolescents. The items were selected on the basis of the following criterion:

> A child's interests are largely self-centered, but as adolescence approaches, interests in the peer group begin to be asserted in even greater measure.

Also, four statements were selected to attempt to determine the extent of family relationships as compared with peer-group relationships. These four statements were included in the discussion on family relationships and were not repeated during this discussion.

Table XVIII showed the extent of agreement or disagreement on items related to peer group relationships. These included items 1, 3, 4, 15, 16, 17, 18, 19, and 20. Items 1, 3, 4, and 19 have previously been discussed.

Item 15 was: If I had my choice of having more time at school for help from a teacher or more time to be with my friends, I would rather have more time with my friends. With the exception of the sixth grade girls, the majority of boys and girls in the remaining grades agreed that they would prefer having more time with their friends at school rather than having additional help from their teachers. Undecidedness as a group was more observable in the girl sample. A total of ten sixth grade girls and six eighth grade girls were undecided on this practice.

TABLE XVIII

EXTENT OF AGREEMENT OR DISAGREEMENT ON PEER GROUP RELATIONSHIP ITEMS OF BOYS AND GIRLS IN GRADES SIX THROUGH TEN

ITEM	GRADE LEVEL AND SEX																			
	6				7				8				9				10			
	B		G		B		G		B		G		B		G		B		G	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1.	5	5	5	6	4	7	5	8	7	6	7	4	11	1	7	6	8	3	5	8
3.	5	5	4	9	8	4	9	5	5	4	4	3	3	10	6	7	3	11	3	9
4.	7	6	0	13	2	10	3	8	5	9	4	7	7	5	9	5	6	6	5	5
15.	7	1	2	3	9	3	8	4	8	5	5	4	7	2	9	4	11	2	9	1
16.	9	4	4	6	5	6	7	1	6	5	10	2	2	9	10	5	1	13	5	7
17.	9	3	7	6	10	4	7	6	3	10	2	9	9	5	7	7	8	5	3	10
18.	10	3	6	7	9	3	5	6	8	0	11	2	6	7	6	8	2	11	4	4
19.	6	5	4	6	8	6	5	8	4	7	4	6	9	4	11	4	13	1	9	5
20.	5	7	3	7	3	10	3	12	6	8	5	8	0	10	1	13	6	6	5	5

Item 16 was: When some of the kids that I run around with do something that I know is wrong, I usually tell my parents or some other adult about it. The sixth grade boys, as a group, agreed with this practice while the majority of the remaining male samples disagreed with the practice. Sixty per cent of the sixth grade girls and fifty-eight per cent of the tenth grade girls disagreed with the statement. The greatest majority of the girls agreeing with this statement came from the eighth grade class with eighty-three per cent while the greatest majority of boys disagreeing with this statement came from the tenth grade class with ninth-three per cent.

Item 17 was: Most of the kids that I run around with are not concerned with what I wear or how I look. Seventy-nine per cent of boys and girls in the eighth grade and seventy-seven per cent of tenth grade girls disagreed with this statement. Of particular interest was the difference in responses between boys and girls in all grades except the eighth grade. For the most part, the majority of boys in grades six, seven, nine and ten, agreed with this statement while the girls in grades six, seven, and nine were undecided in their response to this statement.

Item 18 was: When the kids that I run around with do something that I don't like, I usually tell them to cut it out or I won't run around with them anymore. The majority of sixth, seventh, and eighth grade boys agreed with this statement while the ninth grade boys were undecided and the tenth grade boys disagreed with this statement. The only class of girls, as a majority, to agree with this statement was the eighth grade. Girls from the other grades were noticably undecided as a group to this practice.

Differences in the responses between tenth grade students and sixth grade students on selected social practices pertaining to peer relationships were found on items 1, 3, 15, 16, 17, 18, and 19. However, the differences between other boys and girls in other grades were not always as apparent on peer group relationship items.

Item 20 was: I usually eat at the school cafeteria even when my friends decide to get together somewhere else

to eat. With the exception of the tenth grade students, the majority of boys and girls in all other grades disagreed with this practice. The groups that indicated the most disagreement to this practice were the sixth grade girls, the seventh grade boys, and the ninth grade students.

The differences between sixth and eighth grade girls' peer group social practices are revealed in Table XVIII. There was a difference between selected social practices of sixth and eighth grade girls as indicated in their responses to items 1, 3, 4, 16, 17, and 18.

The sixth grade girls, as a group, were undecided on whether they chose their friends or whether their parents had the final say about who they run around with. However, sixty-four per cent of the eighth grade girls indicated that they usually run with the people they want to when there is a disagreement about this practice with their parents. The willingness of the eighth grade girl to tell their parents what their friends do that is wrong is indicated by their response to items 3 and 16. The sixth grade girls did not reveal this willingness to tell on their friends.

Also, eighty-five per cent of the eighth grade girls indicated that they would tell their friends that they would stop running around with them if they didn't stop doing something they felt was wrong. The sixth grade girls were, as a group, undecided on this practice.

Another difference was found on item 4 which had to do with a conflict of choosing to go places with their friends

or going with their parents elsewhere. None of the sixth grade girls indicated that they had this conflict.

The last difference between the peer group relationship items of sixth and eighth grade girls was found on item 17. Seventy-seven per cent of the eighth grade girls felt that their peers were concerned with what they wore or how they looked. The sixth grade girls, as a group, were undecided on this statement.

Conspicuous differences between selected social practices of seventh and ninth grade boys were found in the analysis of their responses to items 1, 3, 4, 16, and 18. Differences between selected social practices of eighth and ninth grade boys were observed by the analysis of their responses to items 1, 3, 4, 16, 17, 18, 19, and 20.

Ninety-two per cent of the ninth grade boys indicated they usually run around with the friends they want even though their parents disagree on their choice. In contrast, the eighth grade boys, as a group, were undecided on this practice while sixty-six per cent of the seventh grade boys indicated their parents had the final say as to whom they would associate with.

Sixty-six and fifty-five per cent of the seventh and eighth grade boys, respectively, indicated they told their parents what took place at parties while seventy-seven per cent of the ninth grade boys indicated they didn't reveal everything that happened at parties. Also, fifty-nine per cent of the ninth grade boys agreed that they often

choose to go places with their friends even when their families have planned to go elsewhere. Fifty-four per cent of the seventh grade boys and eighty-three per cent of the eighth grade boys indicated that they didn't plan on going places with their friends when their families had planned to go elsewhere.

The seventh and eighth grade boys were for the most part, undecided as a group in their responses to the statement that they usually tell their parents or some other adult when one of their friends does something wrong. Eighty-two per cent of the ninth grade boys revealed they didn't tell adults about the wrong things their friends did. In a similar vein, seventy-seven per cent of the seventh grade boys and seventy-five per cent of the eighth grade boys indicated that they would tell their friends to quit doing something they disliked or they would stop running around with them. The ninth grade boys were, as a group, undecided on this practice.

Seventy-seven per cent of the eighth grade boys felt that their friends were concerned with how they dressed and how they looked. The ninth grade boys, as a group, felt that their friends were not concerned with what they wore or how they looked.

Another difference between eighth grade boys and ninth grade boys was that sixty-nine per cent of the ninth grade boys indicated they were permitted to stay out to be with their friends after night activities were over while

sixty-four per cent of the eighth grade boys indicated they were not permitted to do this. Still another difference between eighth and ninth grade boys in regard to peer group relationships was found in their responses to item 20. Specifically, six of the eighth grade boys indicated they would eat at the school cafeteria even though their friends chose to eat elsewhere while none of the ninth grade boys indicated they would do this.

Summary. Even though different group responses, in regard to selected social practices based on family, same-sex, opposite-sex, and peer group relationships were evident between grades six and ten, it should be emphasized that many individual differences were found in selected social practices of students within the same grade. Discounting students who responded as undecided on the items of the instrument used in this study, the number of times that students were in complete agreement or disagreement with selected social practices were fifteen out of 250 possibilities. (See Tables XV through XVIII.) This evidence would seem to indicate the diversified nature of the subjects selected social practices as indicated by their responses to the items on the instrument used in this study.

Factorial analysis using total scores obtained on the instrument of this study revealed significant differences between selected social practices of sixth and eighth grade girls, seventh and ninth grade boys, and eighth and ninth grade boys. The data in Table XIX revealed specifically where these group differences were.

TABLE XIX

A SUMMARY OF AGREEMENT AND DISAGREEMENT GROUP DIFFERENCES BETWEEN SIXTH AND EIGHTH GRADE GIRLS, BETWEEN SEVENTH AND NINTH GRADE GRADE BOYS, AND BETWEEN EIGHTH AND NINTH GRADE BOYS

ITEM	ORIGIN	DIFFERENCE		
		6 vs. 8 Girls	7 vs. 9 Boys	8 vs. 9 Boys
1.	Family and Peer Group Relationships	Disagree	Disagree	Agree
2.	Family Relationship	Disagree	Disagree	Disagree
3.	Family and Peer Group Relationships	Disagree	Disagree	Disagree
4.	Family and Peer Group Relationships	Agree	Disagree	Disagree
5.	Family Relationship	Agree	Disagree	Disagree
6.	Family Relationship	Disagree	Agree	Agree
7.	Opposite-Sex Relationship	Agree	Disagree	Disagree
8.	Opposite-Sex Relationship	Agree	Agree	Agree
9.	Opposite-Sex Relationship	Agree	Disagree	Agree
10.	Opposite-Sex Relationship	Agree	Disagree	Agree
11.	Opposite and Same-Sex Relationships	Agree	Agree	Agree
12.	Opposite and Same-Sex Relationships	Disagree	Disagree	Disagree
13.	Opposite-Sex Relationship	Agree	Disagree	Agree
14.	Opposite-and Same-Sex Relationships	Agree	Disagree	Disagree
15.	Peer Group Relationship	Disagree	Agree	Agree
16.	Peer Group Relationship	Disagree	Agree	Disagree
17.	Peer Group Relationship	Disagree	Agree	Disagree
18.	Peer Group Relationship	Disagree	Disagree	Disagree
19.	Family and Peer Group Relationships	Agree	Agree	Disagree
20.	Peer Group Relationship	Agree	Agree	Agree
21.	Opposite-Sex Relationship	Agree	Agree	Disagree
22.	Opposite-Sex Relationship	Agree	Disagree	Agree
23.	Opposite-Sex Relationship	Agree	Disagree	Agree
24.	Opposite and Same-Sex Relationships	Agree	Agree	Agree
25.	Opposite and Same-Sex Relationships	Agree	Disagree	Disagree

When viewing the group differences in agreement or disagreement with selected social practices between sixth and eighth grade girls, it was found that group differences occurred nine times. Eight of these group differences were in the areas of family and peer group relationships.

The number of group differences as revealed in Table XIX between seventh and ninth grade boys' selected social practices were fifteen. These differences were distributed among all relationships that were studied.

Table XIX revealed thirteen group differences in agreement and disagreement with items in the instrument used in this study between eighth and ninth grade boys. The differences were in all relationships that were studied.

Interpretation of Findings

This chapter was concerned with the analysis of the data which tested the nine hypotheses of this study. The evidence from the data analysis supported the acceptance of seven of the hypotheses while failing to support the acceptance of two hypotheses.

The analysis of data for the organizational grouping comprising grades six, seven, and eight revealed a significant difference between selected social practices of sixth and eighth grade students. Further analysis revealed that the difference was due specifically to the difference in selected social practices between sixth and eighth grade girls. No significant differences in selected social practices were found among sixth, seventh, and eighth grade boys,

between sixth and seventh grade boys and girls, or between seventh and eighth grade boys and girls.

There was no evidence to indicate a significant difference between sixth grade boys' and sixth grade girls' selected social practices, between seventh grade boys' and seventh grade girls' selected social practices, or between eighth grade boys' and eighth grade girls' selected social practices.

The analysis of the data failed to produce sufficient evidence that a relationship existed between selected social practices according to sex and selected social practices of students in grade levels six, seven, and eight.

The analysis of the data for the seven, eight, and nine organizational groupings revealed significant differences between selected social practices of seventh grade students and ninth grade students and significant differences between selected social practices of eighth grade students and ninth grade students. Further analysis revealed that both differences were due to the differences in selected social practices between seventh and ninth grade boys and between eighth and ninth grade boys.

For the seven, eight, and nine organizational grouping there were no significant differences in selected social practices among seventh, eighth, and ninth grade girls and between seventh and eighth grade boys and girls.

There was insufficient evidence to support the rejection of the hypothesis for the organizational grouping of

seventh, eighth, and ninth grade students dealing with sex differences in selected social practices by grade level. There was no relationship found between selected social practices by sex and selected social practices of students in grade levels seven, eight, and nine.

The final organizational grouping studied comprised grades nine and ten. The analysis of the data revealed no significant difference between selected social practices of ninth and tenth grade students, between boys and girls in the ninth grade or between boys and girls in the tenth grade. Also, there was no relationship between selected social practices of either sex and selected social practices of students in grade levels nine and ten.

Table XX summarizes the significant differences in selected social practices of students in grades six through ten.

TABLE XX

SUMMARY OF SIGNIFICANT DIFFERENCES BETWEEN STUDENTS SELECTED SOCIAL PRACTICES

SEX	GRADE LEVEL				
	6	7	8	9	10
Boys			C	C	
		B		B	
Girls	A		A		

A = Significant difference between sixth and eighth grade girls selected social practices.
B = Significant difference between seventh and ninth grade boys selected social practices.
C = Significant difference between eighth and ninth grade boys selected social practices.

The major findings of this study are summarized as follows:

1. A significant difference does exist between selected social practices of sixth and eighth grade girls.

2. A significant difference does exist between selected social practices of seventh and ninth grade boys.

3. A significant difference does exist between selected social practices of eighth and ninth grade boys.

4. There was no significant difference among selected social practices of boys in grades six, seven, and eight.

5. There was no significant difference among selected social practices of girls in grades seven, eight, and nine.

6. There was no significant difference between selected social practices of boys and girls in each grade level investigated.

7. There was no relationship between selected social practices of either boys or girls and selected social practices of the students in each of the grade levels investigated.

8. There was no significant difference between selected social practices of sixth grade students and seventh grade students.

9. There was no significant difference between selected social practices of seventh grade students and eighth grade students.

10. There was no significant difference between selected social practices of ninth grade students and tenth grade students.

11. Individual differences in selected social practices among boys in the same grade, girls in the same grade, and boys and girls in the same grade, were prevalent for all grades that were studied.

12. Item analysis revealed that where significant differences were found, there were more item differences among the male sample than among the female sample.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate selected social practices of students in grades six through ten. Specifically, comparisons were made between selected social practices of boys and girls in organizational groupings of grades six, seven, and eight; seven, eight, and nine; and nine and ten.

A Likert-type questionnaire was developed specifically for the purposes of this study. (See Appendix A.) The questionnaire was validated for the purposes of this study by its ability to differentiate between selected social practices of sixth and tenth grade students. (See Appendix B.) A reliability coefficient of 0.89 was computed between two tests that were administered thirty days apart to fifty boys and girls in grades six through ten. (See Appendix C.)

A sample of seventy-five boys and seventy-five girls was randomly selected from a population of 959 boys and girls enrolled in grades six through ten in the Ada, Oklahoma Public Schools. The selected social practices questionnaire was administered to the subjects by three counselors from the Ada School System.

The data were analyzed by use of factorial and one-way analysis of variance techniques. This technique utilized the computation of F ratio by the use of the sum of squares and the mean squares. The research design called for the use of two 2 X 3 contingency tables and one 2 X 2 contingency table.

Data were gathered and the following null hypotheses were tested:

1. There is no significant difference in selected social practices among students in grades six, seven, and eight.

2. There is no significant difference in selected social practices of students in grades six, seven, and eight, according to sex.

3. There is no relationship between selected social practices of students according to sex and grade levels six, seven, and eight.

4. There is no significant difference in selected social practices among students in grades seven, eight, and nine.

5. There is no significant difference in selected social practices of students in grades seven, eight, and nine, according to sex.

6. There is no relationship between selected social practices of students according to sex and grade levels seven, eight, and nine.

7. There is no significant difference in selected social practices of students between grades nine and ten.

8. There is no significant difference in selected social practices of students in grades nine and ten, according to sex.

9. There is no relationship between selected social practices of students according to sex and grade levels nine and ten.

Hypotheses one and four were rejected while the other seven hypotheses were accepted. The major findings of this study are listed as follows:

1. A significant difference does exist between selected social practices of sixth grade girls and eighth grade girls.

2. A significant difference does exist between selected social practices of seventh grade boys and ninth grade boys.

3. A significant difference does exist between selected social practices of eighth grade boys and ninth grade boys.

4. There was no significant difference among selected social practices of sixth grade boys, seventh grade boys, and eighth grade boys.

5. There was no significant difference between selected social practices of seventh grade girls, eighth grade girls, and ninth grade girls.

6. There was no significant difference between selected social practices of boys and girls in each of the grade levels studied.

7. There was no relationship between selected social practices of either boys or girls and selected social practices of the students in each of the grade levels investigated.

8. There was no significant difference between selected social practices of sixth grade students and seventh grade students.

9. There was no significant difference between selected social practices of seventh grade students and eighth grade students.

10. There was no significant difference between selected social practices of ninth grade students and tenth grade students.

11. Differences in selected social practices among boys in the same grade, girls in the same grade, and boys and girls in the same grade were more prevalent than commonalities of selected social practices of these students.

12. Item analysis revealed that where significant differences were found, there were more item differences among the male sample than among the female sample.

Conclusions

The purpose of this study was to investigate selected social practices of boys and girls of the sixth through tenth grade. This study was primarily concerned with determining the differences or commonalities among selected social practices of boys and girls in grades six, seven, and eight; seven, eight, and nine; and nine and ten. The rationale

underlying this study was to attempt to find the organizational grouping that encompassed those students who had the least amount of difference in selected social practices. One of the assumptions of this study was that the school could do a better job of providing appropriate social experiences for the students when the grade organization permitted the least amount of disparity in the social practices of the students, which in turn, would produce a social climate conducive toward achieving this purpose. Based upon the findings of this study, the following conclusions seemed appropriate.

The findings of this study supported the conclusion that the grade organization comprising grades seven, eight, and nine was not a satisfactory grade arrangement for either the purpose of enabling educators to plan and provide appropriate group social experiences for the boys in these grades or producing a social climate that would be conducive to achieving this purpose. The provision of social activities which includes the participation of ninth grade boys with eighth and seventh grade boys is not supported by the findings of this study. The school could do a better job of providing appropriate group social experiences when the activity does not include the participation of ninth grade boys with seventh and eighth grade boys.

The findings of this study supported the conclusion that the grade organization comprising grades six, seven, and eight was not a satisfactory grade arrangement for either the purpose of enabling educators to plan appropriate group

social experiences for the girls in these grades or producing a social climate that would be conducive to achieving this purpose. The findings of this study support the provision for group social activities to include either sixth and seventh grade girls or seventh and eighth grade girls.

It was further concluded that grade combinations with the greatest commonality among the students' selected social practices were grades six and seven, seven and eight, and nine and ten. It is understandable, that for primarily financial reasons, many school districts with cultural backgrounds similar to Ada, Oklahoma will not be able to provide separate housing for these grade combinations within their organizational structure. However, regardless of the grade organization, educators should consider the recommended grade combinations when planning social activities for more than one grade level.

Finally, it was concluded that in planning appropriate social experiences for their students, educators should allow for individual differences in the social practices of these students. Although this study was primarily concerned with group differences or commonalities of selected social practices, it should be emphasized that many individual differences in these practices were found among students in the same grade. This evidence seems to indicate the need for educators to plan flexible and diversified social experiences for their students. Social activities and programs that are inflexible, narrow in scope, and with mandatory participation

requirements are not supported by the evidence produced from this study.

Recommendations

The analysis of the results of this study and the conclusions reached on the basis of this analysis support the following recommendations:

1. Because of the special intent for the utilization of the results of this study, only selected social practices of students from the Ada Public Schools were studied. Further research should be directed toward studying selected social practices of students from communities of various sizes and divergent cultural backgrounds.

2. Future research should pay particular attention to the specific age of the youngster when selected social practices are more susceptable to change or present practices are more susceptable to solidification.

3. Further research should attempt to include other grade levels in the comparison of selected social practices among students. Specifically, grades five and eleven should be included for study.

4. Future research should be concerned with determining the relationships of certain variables such as value structure, ethnical background, religious background, physiological development, academic achievement, and socio-economic background to selected social practices.

5. Future research should be concerned with further validation evidences of the questionnaire used in this study.

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APPENDIX A

COPY OF INSTRUMENT USED IN THIS STUDY

INSTRUCTIONS. Please read the statement carefully and circle the answer with which you agree.

Sex: Male Famale Age: _____ _____ Grade: _____
years months

1. When I disagree with my parents on whom I should run around with, I usually end up running around with the people I want to.

Strongly Disagree Undecided Agree Strongly
Disagree Agree

2. There seldom seems to be any disagreement between my parents and me as to how I look or what I wear to the different places that I go.

Strongly Disagree Undecided Agree Strongly
Disagree Agree

3. I usually tell my parents everything that took place at a party even though some things that happened were not too nice.

Strongly Disagree Undecided Agree Strongly
Disagree Agree

4. I often choose to go places with my friends even though my family has planned to go somewhere else.

Strongly Disagree Undecided Agree Strongly
Disagree Agree

5. When parents are invited to a school or church activity, I usually encourage my parents to go with me to that activity.

Strongly Disagree Undecided Agree Strongly
Disagree Agree

6. My parents know better than I do whether or not I should go steady with a (boy-girl).

Strongly Disagree Undecided Agree Strongly
Disagree Agree

7. When I have a personal problem I wouldn't think of sharing it with a (boy-girl) that I like.

Strongly Disagree Undecided Agree Strongly
Disagree Agree

8. I sometimes ask a (boy-girl) that I like to go with us on our family outings.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

9. I frequently talk to a (boy-girl) friend that I like on the telephone.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

10. One thing that I really don't enjoy doing is dancing with a (boy-girl) at a party.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

11. When I go to parties it is a lot more fun when both boys and girls are there rather than just (boys-girls).

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

12. When there are both boys and girls at the same party, it is better if no one has to take a date to the party.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

13. If I did go somewhere with a (boy-girl) and my friends found out, they would probably laugh.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

14. There are both boys and girls in the group of kids that I run around with.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

15. If I had my choice of having more time at school for help from a teacher or more time to be with my friends, I would rather have more time with my friends.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

16. When some of the kids that I run around with do something that I know is wrong, I usually tell my parents or some other adult about it.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

17. Most of the kids that I run around with are not concerned with what I wear or how I look.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

18. When the kids that I run around with do something that I don't like, I usually tell them to cut it out or I won't run around with them anymore.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

19. When I go to a party or a ball game at night, my parents usually let me stay out a while after it is over to be with my friends.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

20. I usually eat at the school cafeteria even when my friends decide to get together somewhere else to eat.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

21. I seem to have more fun when (boys-girls) are along than I do when just we (boys-girls) go somewhere.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

22. Girls should have their own things to do and boys their own things to do since both really aren't interested in very many of the same things.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

23. If the school would offer a class about boys and girls personal problems, it would be better if both boys and girls were in the class together, rather than having a separate class for boys and a separate class for girls.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

24. When the teacher organizes the class into groups for a project, it would be better to put the boys in separate groups and the girls in their own groups.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

25. When I meet with my friends before and after school and at noon, there are usually only (boys-girls) with us.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

WEIGHTED KEY

Item					
1.	4	3	2	1	0
2.	0	1	2	3	4
3.	0	1	2	3	4
4.	4	3	2	1	0
5.	0	1	2	3	4
6.	0	1	2	3	4
7.	0	1	2	3	4
8.	4	3	2	1	0
9.	4	3	2	1	0
10.	0	1	2	3	4
11.	4	3	2	1	0
12.	0	1	2	3	4
13.	0	1	2	3	4
14.	4	3	2	1	0
15.	4	3	2	1	0
16.	0	1	2	3	4
17.	0	1	2	3	4
18.	0	1	2	3	4
19.	4	3	2	1	0
20.	0	1	2	3	4
21.	4	3	2	1	0
22.	0	1	2	3	4
23.	4	3	2	1	0
24.	0	1	2	3	4
25.	0	1	2	3	4

APPENDIX B

INSTRUMENT VALIDATION DATA

RAW SCORES FROM PRE-RESTING OF SIXTH AND TENTH GRADERS

Subject	Sixth Grade	Tenth Grade
1.	75	62
2.	75	58
3.	72	52
4.	69	52
5.	67	52
6.	66	51
7.	65	50
8.	65	49
9.	64	48
10.	63	47
11.	62	44
12.	56	44
13.	56	41
14.	56	41
15.	54	41
16.	53	40
17.	53	37
18.	53	37
19.	52	36
20.	51	36
21.	51	34
22.	49	33
23.	47	31
24.	46	29

Subject	Sixth Grade	Tenth Grade
25.	45	29
26.	44	24
27.	44	24
28.	38	21
29.	38	19
30.	34	16
Sum	1663	1178
Mean	52.1	39.27
N	30	30

Using a one-tailed t test for independent samples, a computed t value of 4.36 was found. With 58 degrees of freedom this t value was significant in the direction predicted beyond the 0.0005 level of confidence.

ITEM ANALYSIS FROM PRE-TESTING
OF SIXTH AND TENTH GRADERS

Sixth Grade		Tenth Grade	
Item	Mean Response	Item	Mean Response
*1.	2.10	1.	2.03
*2.	2.07	2.	2.13
**3.	2.07	3.	1.37
**4.	2.63	4.	2.13
**5.	2.90	5.	1.77
**6.	2.10	6.	1.60
**7.	2.27	7.	1.87
**8.	2.70	8.	1.97
**9.	2.03	9.	1.50
**10.	2.47	10.	1.10
**11.	1.37	11.	.60
**12.	2.60	12.	1.83
**13.	2.37	13.	.90
**14.	2.63	14.	1.17
**15.	1.83	15.	1.43
**16.	2.27	16.	1.50
**17.	2.43	17.	1.60
**18.	2.57	18.	1.50
**19.	1.97	19.	1.13
**20.	2.13	20.	1.83
**21.	1.80	21.	1.63
**22.	2.20	22.	1.17
**23.	2.37	23.	1.83

Sixth Grade		Tenth Grade	
Item	Mean Response	Item	Mean Response
**24.	2.20	24.	.80
**25.	3.07	25.	2.03

*No difference - 2 questions
**Predicted difference - 23 questions

APPENDIX C

INSTRUMENT RELIABILITY DATA

RAW SCORES OF SIXTH THROUGH TENTH GRADERS
FOR TEST-RE-TEST RELIABILITY DATA

Subject	Sex	Grade	First Test	Second Test
1.	M	6	55	59
2.	M	6	49	49
3.	M	6	58	70
4.	M	6	56	64
5.	M	6	44	39
1.	F	6	54	54
2.	F	6	55	53
3.	F	6	59	56
4.	F	6	62	63
5.	F	6	70	64
1.	M	7	53	47
2.	M	7	41	28
3.	M	7	27	22
4.	M	7	46	38
5.	M	7	69	63
1.	F	7	49	46
2.	F	7	47	54
3.	F	7	48	50
4.	F	7	46	46
5.	F	7	50	55
1.	M	8	53	51
2.	M	8	41	43
3.	M	8	34	36

Subject	Sex	Grade	First Test	Second Test
4.	M	8	39	29
5.	M	8	50	57
1.	F	8	74	70
2.	F	8	44	42
3.	F	8	47	42
4.	F	8	33	31
5.	F	8	67	60
1.	M	9	16	14
2.	M	9	39	47
3.	M	9	47	35
4.	M	9	32	35
5.	M	9	52	53
1.	F	9	53	56
2.	F	9	59	40
3.	F	9	56	54
4.	F	9	34	30
5.	F	9	34	30
1.	M	10	30	30
2.	M	10	43	34
3.	M	10	24	33
4.	M	10	38	46
5.	M	10	49	45
1.	F	10	21	25
2.	F	10	38	37
3.	F	10	25	25

Subject	Sex	Grade	First Test	Second Test
4.	F	10	34	32
5.	F	10	37	39
Sum 50			2281	2221

Using an ungrouped data formula, a correlation coefficient of 0.89 was computed.

APPENDIX D

SELECTED SOCIAL PRACTICE SCORES OF SIXTH THROUGH TENTH GRADE BOYS AND GIRLS

SELECTED SOCIAL PRACTICE SCORES OF SIXTH THROUGH TENTH GRADE BOYS AND GIRLS

	GRADE LEVEL				
Males	6	7	8	9	10
1.	70	67	69	61	46
2.	67	63	62	50	45
3.	60	61	61	49	44
4.	58	60	56	47	44
5.	56	59	54	46	43
6.	56	59	53	42	42
7.	56	55	51	39	42
8.	50	54	50	39	40
9.	49	50	49	37	40
10.	48	49	46	36	37
11.	48	48	43	35	34
12.	46	48	41	31	33
13.	44	47	34	28	33
14.	43	36	30	28	28
15.	42	27	29	23	21
Sum	793	783	728	591	572
N	15	15	15	15	15
Mean	52.86	52.20	48.53	39.40	38.13

	GRADE LEVEL				
Females	6	7	8	9	10
1.	64	60	61	61	60
2.	61	58	60	58	60
3.	60	56	57	54	58
4.	59	53	55	54	55
5.	55	53	51	49	51
6.	54	53	50	45	48
7.	54	50	49	44	41
8.	54	46	48	39	40
9.	51	46	45	39	38
10.	51	44	39	38	38
11.	50	43	39	35	38
12.	49	43	37	35	36
13.	48	43	35	33	33
14.	48	41	31	23	32
15.	47	39	29	10	31
Sum	805	728	686	617	659
N	15	15	15	15	15
Mean	53.33	48.53	45.73	41.07	43.93
Total Grade					
Sum	1598	1511	1414	1208	1231
N	30	30	30	30	30
Mean	53.27	50.37	47.13	40.27	41.03

APPENDIX E

MEAN ITEM RESPONSES FOR EACH ORGANIZATIONAL GROUPING

MEAN ITEM RESPONSES BY SEX FOR 6-7-8
ORGANIZATIONAL GROUPING

	GRADE LEVELS								
	6			7			8		
Item	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	1.73	2.20	1.97	2.20	2.13	2.17	1.80	1.73	1.77
2.	2.00	2.27	2.13	1.53	2.06	1.80	1.53	2.06	1.80
3.	2.06	1.67	1.87	2.33	2.27	2.30	2.06	2.06	2.06
4.	2.13	3.07	2.60	2.60	2.33	2.47	2.53	2.20	2.37
5.	3.00	2.60	2.80	2.20	2.53	2.37	2.47	2.93	2.75
6.	1.60	2.33	1.97	1.80	1.87	1.84	1.67	1.60	1.64
7.	2.20	2.93	2.57	2.60	2.67	2.64	2.93	2.33	2.63
8.	2.67	2.93	2.80	2.67	2.60	2.64	2.60	1.93	2.37
9.	2.13	1.73	1.93	2.33	1.73	2.03	1.67	1.47	1.57
10.	2.13	1.60	1.87	2.20	1.13	1.67	1.40	0.73	1.07
11.	1.13	1.27	1.20	1.20	1.00	1.10	1.27	0.53	0.90
12.	2.06	2.06	2.06	2.60	2.13	2.37	2.40	2.00	2.20
13.	1.80	1.87	1.83	2.27	0.93	1.60	1.13	0.80	0.97
14.	2.06	2.73	2.40	2.33	2.13	2.23	2.33	1.87	2.11
15.	1.73	1.93	1.83	1.27	1.60	1.43	1.87	2.06	1.97
16.	2.47	1.87	2.17	1.67	2.53	2.10	2.27	2.80	2.54
17.	2.47	2.01	2.27	2.47	2.00	2.24	1.20	1.40	1.30
18.	2.60	1.93	2.27	2.33	1.93	2.13	2.93	2.73	2.83
19.	2.06	2.06	2.06	1.80	2.47	2.14	2.27	2.20	2.24
20.	1.87	1.80	1.83	1.20	1.13	1.17	1.53	1.47	1.50
21.	1.73	1.67	1.70	1.73	1.67	1.70	2.27	1.60	1.94
22.	2.20	1.73	1.97	2.33	1.73	2.03	1.67	1.13	1.40
23.	2.47	2.73	2.60	2.00	2.80	2.40	0.80	2.80	1.80

	GRADE LEVELS								
	6			7			8		
Item	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24.	1.93	1.80	1.87	1.67	1.33	1.50	1.06	0.80	0.93
25.	2.73	2.93	2.83	2.47	2.13	2.30	3.13	2.80	2.93

MEAN ITEM RESPONSES BY SEX FOR 7-8-9
ORGANIZATIONAL GROUPING

	GRADE LEVELS								
	7			8			9		
Item	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	2.20	2.13	2.17	1.80	1.73	1.77	1.00	1.87	1.44
2.	1.53	2.06	1.80	1.53	2.06	1.80	2.87	2.40	2.64
3.	2.33	2.27	2.30	2.06	2.06	2.06	1.20	1.87	1.54
4.	2.60	2.33	2.47	2.53	2.20	2.37	2.13	1.80	1.92
5.	2.20	2.53	2.37	2.47	2.93	2.75	2.13	2.33	2.23
6.	1.80	1.87	1.84	1.67	1.60	1.64	1.53	2.06	1.80
7.	2.60	2.67	2.64	2.93	2.33	2.63	1.73	1.87	1.80
8.	2.67	2.60	2.64	2.60	1.93	2.37	2.33	1.73	2.03
9.	2.33	1.73	2.03	1.67	1.47	1.57	1.73	1.13	1.43
10.	2.20	1.13	1.67	1.40	0.73	1.07	1.47	0.67	1.07
11.	1.20	1.00	1.10	1.27	0.53	0.90	0.47	0.47	0.47
12.	2.60	2.13	2.37	2.40	2.00	2.20	2.06	2.67	2.37
13.	2.27	0.93	1.60	1.13	0.80	0.97	0.87	0.33	0.60
14.	2.33	2.13	2.23	2.33	1.87	2.11	1.60	1.80	1.70
15.	1.27	1.60	1.43	1.87	2.06	1.97	1.53	1.47	1.50
16.	1.67	2.53	2.10	2.27	2.80	2.54	1.33	2.53	1.93
17.	2.47	2.00	2.24	1.20	1.40	1.30	2.33	1.87	2.10
18.	2.33	1.93	2.13	2.93	2.73	2.83	2.00	1.80	1.90
19.	1.80	2.47	2.14	2.27	2.20	2.24	1.60	1.47	1.54
20.	1.20	1.13	1.17	1.53	1.47	1.50	1.06	0.73	0.90
21.	1.73	1.67	1.70	2.27	1.60	1.94	1.00	1.93	1.47
22.	2.33	1.73	2.03	1.67	1.13	1.40	1.13	1.33	1.23
23.	2.00	2.80	2.40	0.80	2.80	1.80	1.67	2.47	2.07

	GRADE LEVELS								
	7			8			9		
Item	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
24.	1.67	1.33	1.50	1.06	0.80	0.93	0.80	0.60	0.70
25.	2.47	2.13	2.30	3.13	2.80	2.93	2.00	1.93	1.97

MEAN ITEM RESPONSES BY SEX FOR 9-10 ORGANIZATIONAL GROUPING

	GRADE LEVELS					
	9			10		
Item	Boys	Girls	Total	Boys	Girls	Total
1.	1.00	1.87	1.44	1.67	2.13	1.90
2.	2.87	2.40	2.64	2.27	2.13	2.20
3.	1.20	1.87	1.54	1.27	1.53	1.40
4.	2.13	1.80	1.92	2.00	2.20	2.10
5.	2.13	2.33	2.23	1.93	2.13	2.03
6.	1.53	2.06	1.80	1.20	2.13	1.62
7.	1.73	1.87	1.80	1.53	2.00	1.77
8.	2.33	1.73	2.03	2.00	1.47	1.74
9.	1.73	1.13	1.43	1.00	1.87	1.44
10.	1.47	0.67	1.07	1.40	1.47	1.44
11.	0.47	0.47	0.47	0.27	1.20	0.74
12.	2.06	2.67	2.37	2.06	2.13	2.10
13.	0.87	0.33	0.60	1.27	1.00	1.13
14.	1.60	1.80	1.70	1.40	1.87	1.64
15.	1.53	1.47	1.50	1.13	1.27	1.20
16.	1.33	2.53	1.93	1.00	1.87	1.44
17.	2.33	1.87	2.10	2.40	1.40	1.90
18.	2.00	1.80	1.90	1.33	2.06	1.70
19.	1.60	1.47	1.54	1.06	1.67	1.38
20.	1.06	0.73	0.90	1.93	2.00	1.97
21.	1.00	1.93	1.47	1.33	1.60	1.47
22.	1.13	1.33	1.23	1.53	1.73	1.63
23.	1.67	2.47	2.07	2.00	1.73	1.87

	GRADE LEVELS					
	9			10		
Item	Boys	Girls	Total	Boys	Girls	Total
24.	0.80	0.60	0.70	0.80	0.73	0.77
25.	2.00	1.93	1.97	2.27	2.53	2.40