

REFERENCE GROUPS AND ISOLATES:
A STUDY OF CLOTHING AND
APPEARANCE OPINIONS

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MARY BISHOP LITTRELL
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ABSTRACT

REFERENCE GROUPS AND ISOLATES: A STUDY OF CLOTHING AND APPEARANCE OPINIONS

by Mary Bishop Littrell

As one part of a larger longitudinal project concerning opinions about clothing and appearance as related to role, social class and social acceptance, the purpose of this study was to investigate the movement by isolates into desired reference groups and to identify variables related to this movement. In question form the purpose was: Do adolescent girls who desire membership in particular peer reference groups and have opinions about clothing and appearance similar to those of the group, become members of their desired peer reference groups?

Data had been collected, prior to this study, for one class of girls over their four years in a large mid-western high school. Two forms of data collection were used. A background questionnaire, given each of the four years, contained the single sociometric question seeking best friend choices. Using the data from the background questionnaires, yearly sociograms were developed showing only reciprocated choices and the resulting sociometric classifications of isolates, mutual pair and reciprocal friendship structure members (RFS). As a second form of

data collection, the class members were interviewed as ninth and twelfth graders concerning their opinions about clothing, appearance and social acceptance.

Nineteen individuals appearing as isolates in the ninth grade were also present in the tenth grade. These 19 isolates formed the population for the present study. Of the 19 isolates, 14 made choices while ninth graders into RFS's. Seven of the 14 became members of their desired RFS's by the tenth grade. Five variables were investigated to determine the factors separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. Explanation of each of the five variables will follow, along with the findings indicating whether the variable was a factor separating the two groups of isolates.

I. Cohesion of the RFS into which the isolate chose

The cohesion or integration among the members of a RFS was defined as the number of choices made within the RFS divided by the number of possible in group choices. The cohesion of the RFS into which the isolate chose was found to be a variable separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. The majority of those isolates who chose into more cohesive RFS's became members of the RFS's into which they chose. All of those isolates who chose into less cohesive RFS's did not become

members of the RFS's into which they chose.

II. Diversity of opinions among RFS members of the RFS
into which the isolate chose

The diversity of opinions among RFS members was the number of different answers given by the RFS members divided by the number of different answers given by all class members to interview schedule questions. A high opinion diversity score indicated that the RFS members gave a greater number of different answers when answering interview schedule questions. The opinion diversity score for each RFS gave no indication of the content of the opinions given by the RFS members. The diversity of opinions among RFS members of the RFS into which the isolate chose was found to be a variable separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. The majority of those isolates who chose into RFS's with low opinion diversity scores became members of the RFS's into which they chose. The majority of those isolates who chose into RFS's with high opinion diversity scores did not become members of the RFS's into which they chose.

III. Orientation of the isolate to the RFS into which the
isolate chose

Two factors, whether the isolate made a choice into the RFS and whether the isolate considered herself already

to be a part of a group of girls within the class, were used in defining an isolate's orientation or general outlook toward the RFS into which she chose. The orientation of the isolate to the RFS into which she chose was not a factor separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. Three-fourths of all isolates both considered themselves to be part of a group of girls within the ninth grade class and made a choice into an RFS.

IV. Appearance and discourse scores of the RFS into which the isolate chose

Stone's view of a social transaction, containing both appearance and discourse aspects, was used as a basis for deriving three appearance and discourse scores for each class member. The general social acceptance score concerned factors important for general social acceptance in the school. The group social acceptance score concerned factors which the interviewee felt were important for social acceptance in her group. The self satisfaction score concerned opinions about oneself as related to factors for social acceptance in the school. It was found that the relationship of an isolate's general and group social acceptance scores to the median general and group social acceptance scores of her chosen RFS was a factor separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. The

majority of those isolates who had general and group social acceptance scores close to the scores of their chosen RFS's became members of their chosen RFS's while the majority of those isolates who had general and group social acceptance scores far from the scores of their chosen RFS's did not become members of their chosen RFS's. Whether or not an isolate had a self satisfaction score close to the median self satisfaction score of her chosen RFS was not a factor separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's.

V. Content patterns of opinions of the RFS into which the isolate chose

While the appearance and discourse scores were seen as measures of general opinion, content patterns of opinions for RFS's were seen as measures of the actual content of the opinions among RFS members. Three content patterns of opinions, corresponding to the three appearance and discourse scores, were developed for each RFS. The content patterns of opinions were the content of the answers to those questions on which at least 50 per cent of the RFS members were in agreement when answering. Whether an isolate had opinions in agreement with the general and group content patterns of opinions of her chosen RFS was not a variable separating those isolates who became members of their chosen RFS's from those isolates who did not become

members of their chosen RFS's. The majority of all isolates had opinions in agreement with the general social acceptance content patterns of their chosen RFS's, while the majority of all isolates had opinions not in agreement with the group social acceptance content patterns of their chosen RFS's. In contrast, agreement with the self satisfaction pattern of a chosen RFS was a factor separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's.

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By

Mary Bishop Littrell

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CHAPTER I

INTRODUCTION

Statement of the Problem

To become members of small peer friendship groups is a desire of adolescent girls.¹ Because adolescent girls desire membership in peer groups, these groups are often seen as reference groups² with adoption of the dominant group attitudes and opinions an important means for gaining social acceptance in the reference groups.³ Among the attitudes and opinions deemed important for social acceptance by adolescent girls are those concerning clothing and appearance.⁴ There had been, however, no empirical testing to determine if adolescent girls who have opinions about clothing and appearance similar to those of a desired peer reference group do become members of the reference group. The purpose of this study was: (1) to determine whether movement by isolates into desired reference groups did take

¹Elizabeth Hurlock, Adolescent Development (New York: McGraw-Hill Book Company, 1955), p. 105.

²Muzafer Sherif and Carolyn W. Sherif, An Outline of Social Psychology (New York: Harper and Brothers, 1956), p. 642.

³T. M. Newcomb, Social Psychology (New York: Holt-Dryden Book, 1959), p. 242.

⁴Hurlock, pp. 216-17.

place, and (2) to identify the variables which were related to the movement. In question form the purpose was: Do adolescent girls who desire membership in particular peer reference groups and have opinions about clothing and appearance similar to those of the group, become members of the desired peer reference groups?

Review of Literature

The review of literature will contain sections concerning reference groups and the relationship between an individual and his reference groups; social acceptance among adolescents and the relationship of clothing and appearance to social acceptance; and the measurement, by the sociometric method, of social acceptance of individuals.

Reference Groups

In showing the relationship of an individual to his reference groups, a beginning is made with the total social framework of which the individual is a part. Within the total framework there are many social structures. These social structures can be seen as specific status continua with norms and roles related to the continua. Connected to each of the social structures are many groups. These groups are perceived as such because of a distinguishing variable or complex of variables.⁵ As the group members

⁵Harold A. Nelson, "A Tentative Foundation for Reference Group Theory," Sociology and Social Research, XLV (April, 1961), p. 275.

interact they develop group norms for thought and behavior.⁶

Each individual is a member of many groups. These groups are linked to social structures that are likewise a part of the entire social framework. The extent and content of the individual's knowledge of these groups is determined by the particular social situation and the position of the individual in the social structure and structural framework.⁷

The individual has varying attitudes toward the groups of which he has knowledge. He may have various degrees of favorable or unfavorable attitudes or feelings toward the groups. The fact that an individual has favorable or unfavorable attitudes towards groups does not imply that the individual will have only favorable attitudes towards the groups of which he is a member and unfavorable attitudes towards the groups of which he is not a member.

Besides having positive or negative attitudes the individual may also have normative, comparative or interactive attitudes toward groups. The individual with a normative attitude tends to behave in accordance with the norms of a group and to compare his behavior to the norms of the group. He behaves in this way to show that he is either a member of the group or desires membership. The

⁶Sherif, p. 188.

⁷Nelson, Sociology and Social Research, XLV, p. 276.

individual with a comparative attitude again tends to compare his behavior to the norms of a group, but there is no corresponding goal of exhibiting actual or desired membership. The individual with an interactive attitude does not make use of the group norms in a comparative way, as he takes the group into consideration only because it stands in the way of a personal goal. He interacts with the group only in order to eliminate the blocking of his goals. He does not desire membership in the group nor does he compare his behavior to the norms of the group. From the individual's knowledge of groups and depending upon his attitudes toward the groups, the individual selects certain groups as reference groups.⁸

The knowledge of and attitudes toward various groups becomes part of the individual's frame of reference. Sherif emphasizes that the concepts of reference group and frame of reference cannot be used interchangeably.⁹ Merton defines reference groups as "the groups to which the individual relates himself by taking the values or standards of the group as his own through a process of evaluation and self-appraisal."¹⁰ Reference groups are only one part of

⁸Ibid., pp. 276-77.

⁹Muzafer Sherif and M. O. Wilson, Group Relations at the Crossroads (New York: Harper and Brothers, 1953), p. 210.

¹⁰Herbert H. Hyman, "Reflections on Reference Groups," Public Opinion Quarterly, XXIV (Fall, 1960), p. 387.

the total frame of reference. Sherif views the frame of reference as the relatedness of all external and internal factors that are operative for an individual at a given time.¹¹ A distinction may also be made between an individual's membership groups and his reference groups. A membership group is one in which the individual actually interacts with the group members. Although a membership group and reference group may be the same for the individual, the situation is not necessarily so. The individual may interact with a group to which he does not relate, or he may relate to a group with which he does not interact.¹²

Since 1950 there has been growing interest in the concept of reference groups.¹³ It seems that there are at least four reasons for the growing interest. First, Kelley indicates that there has been great interest in attitude formation and change as related to the reference group concept.¹⁴ Second, there is interest in an individual's subjective interpretation of a situation, which involves man's ability to relate to reference groups not

¹¹Sherif, Group Relations at the Crossroads, p. 210.

¹²Sherif, An Outline of Social Psychology, p. 631.

¹³Hyman, p. 385.

¹⁴Harold H. Kelley, "Two Functions of Reference Groups," Readings in Social Psychology, ed. Guy E. Swanson, T. M. Newcomb and Eugene L. Hartley (New York: Henry Holt and Company, 1952), p. 410.

visible to others.¹⁵ Sherif gives two additional reasons for the increasing interest in reference groups. There is interest in reference groups because man psychologically has the ability to behave according to norms and standards of groups with which he is not in interaction. Finally, within modern society an individual must interact with groups, many of which have conflicting demands. In this case there is interest in how reference groups are related to the resolving of conflicting demands from society.¹⁶

Two distinctive meanings have evolved in the development of the reference group concept. The first meaning for reference group is the reference group as a type of model. The individual compares himself to the group in evaluating his own status. This type of reference group is termed the comparison reference group.¹⁷ The second meaning for reference group is the reference group whose norms influence the attitudes and behavior of the individual. The norms usually influence the attitudes and behavior of the individual because he has taken the norms as his own. With the second meaning, the reference group operates as an opinion leader with censorship power to enforce its

¹⁵Tamotsu Shibutani, "Reference Groups as Perspectives," American Journal of Sociology, LX (May, 1955), p. 569.

¹⁶Sherif, Group Relations at the Crossroads, p. 206.

¹⁷Kelley, pp. 412-13.

norms. Stouffer¹⁸ terms this reference group a sanctioning reference group while most others call this type the normative reference group.¹⁹ Discussion of the two meanings for reference groups will follow. There will be greater emphasis on the normative reference group as it is the type to be investigated in this study.

Herbert Hyman, using a comparison meaning, first made use of the reference group concept.²⁰ Originally Hyman used the concept in voting studies as an aid for understanding what group of people an individual compared himself with when voting. Hyman points out that Merton and Kitt, who did the first major work with reference groups following his own initiatory work, included both the comparison and normative meaning in their reference group definition. However, most of the work following Merton and Kitt's writing has been with the normative meaning. Hyman feels that the comparison meaning for reference groups should receive more emphasis in current investigation and writing than it does. He explains that self-appraisal and comparison with the norms of the group is an important part of behaving

¹⁸Samuel A. Stouffer, Social Research to Test Ideas (Glencoe: The Free Press, 1962), p. 14.

¹⁹Kelley, pp. 411-13.

²⁰Herbert H. Hyman, "The Psychology of Status," Archives of Psychology, No. 269, 1942.

in accordance with the norms and attitudes of the group.²¹

Study of normative reference groups has been focused on the findings that the norms and attitudes of the reference group influence attitude formation and behavior of the individual. This influence on attitude formation and behavior usually takes place because the individual desires to attain or maintain association with or membership in the reference group. Although the individual may never be able to gain actual membership, he psychologically associates himself with the group and takes its norms and attitudes as his own. Through observation the group members then evaluate the individual and use their censorship power of acceptance or nonacceptance.²²

Newcomb feels that normative reference groups can be further divided into positive and negative reference groups. A positive reference group is one in which a person is motivated to be accepted and treated as a member. A negative reference group is one in which the individual does not want to be treated as a member. Newcomb feels, however, that the negative reference group can still be classified as a normative reference group. The group may be an influence on the attitude formation and behavior of the individual even though the individual does not desire

²¹Hyman, Public Opinion Quarterly (Fall, 1960), p. 387.

²²Kelley, p. 411.

group membership.²³ For example, an adolescent might consider his parents to be a negative reference group while his peer group would be a positive reference group. This use of positive and negative normative reference groups is not to be confused with the earlier discussion of positive or negative attitudes towards groups.²⁴ In the above paragraph positive and negative refer only to desired and nondesired reference group membership. Earlier, positive and negative referred to an individual's feelings towards the groups of which he had knowledge. Conceivably an individual might have a negative feeling toward a reference group and yet desire to be a member of the group. The reference group would be considered a positive reference group according to Newcomb's definition, even though the individual had negative feelings toward the group. A discussion will follow of some of the findings concerning the relationship between an individual and his reference groups.

Reference groups have been found to be of more importance in determining an individual's behavior and attitudes than the individual's membership groups.²⁵ Therefore, when investigating the reference groups for an individual

²³Newcomb, p. 226.

²⁴Supra, pp. 3-4.

²⁵Eugene L. Hartley and Ruth E. Hartley, Fundamentals of Social Psychology (New York: Alfred A. Knopf, 1952), p. 470.

it is important to identify whether an individual's membership groups are also his reference groups. Individuals who are not initially members of their reference group tend to express the values and norms of the group prior to interacting with its members.²⁶ However, the extent to which the behavior and attitudes continue to be expressed varies with the degree of assimilation into the reference group.²⁷ The extent to which the behavior and attitudes are expressed may also depend upon whether the group permits a wide or limited range of behavior in exhibition of its norms.²⁸

The type of group norms adopted by isolates is not discussed by the various authors in the previous paragraph although they discuss the adoption of group norms prior to group entrance by isolates. In contrast, Selvin and Hagstrom discuss two types of norms or properties characteristic of groups. The first, aggregative properties, are based on

²⁶ Leah Stewart Houser, "A Sociometric Test of Reference Group Theory in a Study of Prejudice Among Youth" (Unpublished Ph.D. dissertation, Department of Sociology and Anthropology, Michigan State University, 1956), abstract.

²⁷ Theodore M. Newcomb, "Attitude Development as a Function of Reference Groups: The Bennington Study," Readings in Social Psychology, ed. Eleanor E. Maccoby, Theodore M. Newcomb and Eugene L. Hartley (3d ed.; New York: Holt, Rinehart and Winston, Inc., 1958), p. 265.

²⁸ Samuel A. Stouffer, "An Analysis of Conflicting Social Norms," American Sociological Review, XIV, No. 6 (December, 1949), p. 708.

characteristics of smaller units of the groups. An example of an aggregative property would be the median opinion of all the group members about what adolescent girls should wear to school in cold weather. The second type of group characteristics are integral properties. Integral properties of groups are not based on smaller units. An example of an integral characteristic would be the place where the group has meetings. Selvin and Hagstrom, although identifying two properties characteristic of groups, do not identify which properties isolates would tend to express when desiring membership in a particular group.²⁹

Hartley has investigated reasons for selection of particular reference groups by individuals. She has found that there is a relationship between the values, needs and personality of an individual and his selection of a particular reference group. The greater the compatibility between the values of the individual and the perceived values of the new group, the more likely the individual is to select the new group as a reference group.³⁰ The more successful a new group is perceived to be in meeting the personal needs

²⁹Hanan C. Selvin and Warren O. Hagstrom, "The Empirical Classification of Formal Groups," American Sociological Review, XXVIII (June, 1963), pp. 402-403.

³⁰Ruth E. Hartley, "Relationship Between Perceived Values and Acceptance of a New Reference Group," The Journal of Social Psychology, LI (February, 1960), p. 189.

of an individual the more likely the individual is to accept the new group as a reference group. Hartley has also found that there may be a general personality tendency for some people to accept more readily many and new reference groups.³¹

Eisenstadt, also investigating the reasons for the selection of particular reference groups by individuals, found that 90 per cent of his subjects gave as the single most important reason for the selection of a particular reference group--the significance of the reference group for status conferral within the social structure. The choice of a reference group was thus very much determined by the status aspirations of the individual.³²

The evaluation of potential members by reference group members has been studied by Merton. When considering the variables of eligibility for membership in the reference group and desire for membership in the reference group (orientation) Merton proposes the relationship between variables shown in Table 1. Merton suggests that new members will be evaluated by group members in the following order from most favorable to least favorable: candidate

³¹Ruth E. Hartley, "Personal Needs and the Acceptance of a New Group as a Reference Group," The Journal of Social Psychology, LI (February, 1960), p. 189.

³²S. M. Eisenstadt, "Reference Group Behavior and Social Integration: An Explorative Study," American Sociological Review, XIX (April, 1954), p. 177.

Table 1. Proposal by Merton for relationship between reference group variables of attitudes toward and eligibility for membership in the reference group³³

Non-member's Attitude toward Membership (Orientation)	Group-defined Eligibility of Non-members	
	Eligible for Membership	Ineligible for Membership
Aspire to belong	Candidate for membership	Marginal man
Indifferent to affilia- tion	Potential member	Detached non- member
Motivated not to belong	Autonomous non- member	Antagonistic non-member

for membership, detached non-member, potential member, marginal man, antagonistic non-member and autonomous non-member.³⁴

When testing Merton's proposal, Fishbein found that new members were evaluated in the following order from most favorable to least favorable: candidate for membership, marginal man, potential member, autonomous non-member, detached non-member and antagonistic non-member.³⁵ When the variables of eligibility and orientation are considered separately a different order of acceptance is produced than

³³Robert K. Merton, Social Theory and Social Structure (Glencoe, Illinois: 1957), p. 290.

³⁴Martin Fishbein, "The Perception of Non-members: A Test of Merton's Reference Group Theory," Sociometry, XXVI, No. 3 (Sept., 1963), p. 275.

³⁵Ibid., p. 284.

when the variables are considered together. Since both factors are considered by the reference group when evaluating potential new members it is the combination of the two variables which is important in determining who will become new reference group members. Previous membership status, a third variable, did not prove to be of significance in selection of new reference group members.³⁶

Social Acceptance Among Adolescents

As an individual enters the school years his life changes from family and parent centered to focus in the peer friendship group. Although this move away from parental focus begins in the earlier school years, it becomes more evident in the adolescent years.³⁷ For the adolescent, the opinions of his peer group are more important than the opinions of parents, teachers, or other adults.³⁸ Besides the increasing desire for identification with the peer group, there is also a desire during adolescence for this peer group to be a small select group.³⁹ Sherif indicates that it is these small friendship groups which become the dominant

³⁶Ibid., p. 271.

³⁷Charles E. Bowerman and John W. Kinch, "Changes in Family and Peer Orientation Between the Fourth and Tenth Grades," Social Forces, XXXVII (March, 1959), p. 208.

³⁸Hurlock, p. 110.

³⁹Ibid., p. 105.

reference group for the adolescent.⁴⁰ The reference group influences the adolescent's attitudes, interests, activities, and aspirations. Thus, for the adolescent, the peer membership group serves at the same time as a reference group. Although the dominant reference group among adolescents for association this is not to infer that the peer friendship group is the only reference group. Bowerman and Kinch found that the peer group was the dominant overall reference group for adolescents. However, the adolescents still selected the parental group as the reference group they wanted to be like when older.⁴¹

Within the social structure of a high school many peer friendship groups exist. Besides peer friendship groups, there are mutual friendships of individuals not part of a larger group, and isolates. Kelley, in an earlier analysis of the data used in this study, found that during the high school years individuals shifted among the three social acceptance categories of isolate, mutual pair member, and friendship group member, as well as shifted in placement in the peer friendship groups.⁴²

⁴⁰ Sherif, An Outline of Social Psychology, p. 642.

⁴¹ Bowerman, p. 207.

⁴² Eleanor Ann Kelley, "Peer Group Friendships in One Class of High School Girls: Change and Stability" (Unpublished Ph.D. dissertation, Department of Sociology, Michigan State University, 1966), p. 165.

In investigating membership qualifications for adolescent friendship groups, Smith indicates that there seem to be no formal criteria for membership in the adolescent groups. The selection or rejection of members by specific groups seems to be based upon conformity to the group norms.⁴³ In order to make adjustments to the group norms, the individual must be aware of the thoughts, feelings and behavior of the group. However, Hurlock indicates that for acceptance by a group, conformity to the behavior and appearance of the group is not enough. The adolescent also must conform to the opinions of the group.⁴⁴

Among adolescents, conformity to certain group norms is more important than conformity to others for acceptance in the peer friendship group. Coleman reports that high school students give as the three most important items for gaining entrance to the leading crowd: personality, good looks and having nice clothes, and being well dressed.⁴⁵ Hurlock indicates that adolescence is the period in life when clothes assume their greatest importance. When dressed like other members of the group, the individual identifies

⁴³Ernest A. Smith, American Youth Culture (New York: The Free Press, 1962), p. 70.

⁴⁴Hurlock, p. 109.

⁴⁵James S. Coleman, The Adolescent Society (Glencoe, Illinois: The Free Press, 1961), p. 36.

himself with the group and feels that he belongs to it.⁴⁶

In investigating the relationship between clothing and social acceptance, Hendricks, in an earlier analysis of the data used in this study, found agreement among high school girls on the more basic questions concerning clothing and social acceptance. For instance, the girls agreed that clothing influences a girl's popularity. At the same time there was some support for the hypothesis that opinions about clothing, appearance, and social acceptance differed among peer friendship groups and between group members and isolates. Also, the more cohesive the friendship group the more similar were the opinions regarding clothing, appearance and group acceptance.⁴⁷

Measurement of Social Acceptance

Sociometry has been used as a major tool for investigating social acceptance within a group. Sociometry can be used to determine the degree to which individuals are accepted in a group, to discover the relationships which exist among these individuals, and to discover the structure

⁴⁶Hurlock, p. 216.

⁴⁷Suzanne H. Hendricks, "Opinions on Clothing and Appearance as Related to Group and Non-Group Membership of Twelfth Grade Girls" (Unpublished Master's thesis, Department of Textiles, Clothing and Related Arts, Michigan State University, 1965), pp. 107-13.

of the group itself.⁴⁸ Measurement by the sociometric method has been developed in an attempt to answer the basic question of how and when the various parts of society are drawn together and pulled apart.⁴⁹ The method has been used mainly in small group research for studying the interaction within a group.

The basic procedure with the sociometric method is to present a situation to the members of a group. The individuals are asked to name others in the group with whom they would like to interact in the particular situation. Qualifications for success with the procedure are that the group has been together long enough to know each other, the boundaries of the group for selection are known, the criteria or situations for interaction are feasible opportunities for association within the group, and the number of choices is unlimited. Gronlund and Whitney suggest that within a school situation a more general criteria, rather than very specific interaction situations, be used. A more general situation seems to provide a better overall measure of social acceptability of individuals within the group.⁵⁰

⁴⁸Mary L. Northway, Primer of Sociometry (Toronto: University of Toronto Press, 1952), p. 1.

⁴⁹The Sociometry Reader, ed. J. L. Moreno (Glencoe, Illinois: The Free Press, 1960), p. 1.

⁵⁰Norman E. Gronlund and Algard P. Whitney, "Relation Between Pupils' Social Acceptability in the Classroom, in the School and in the Neighborhood," School Review, LXIV (September, 1956), p. 270.

Various methods of analysis are available for analyzing sociometric data. The methods of analysis include index, statistical, matrix, and graphic analysis. A common means of graphically portraying the relationships which exist within a group is the sociogram. On a sociogram individuals who select each other are connected by lines. From this graphic representation of the group, relationships which exist within the group can be ascertained.⁵¹

Although a major tool for investigating social acceptance, weaknesses as well as strengths exist with the use of sociometry. Strengths include the applicability of the sociometric method in many areas of research and the potential for relating many variables to a sociometric classification. The sociometric method is also easy and inexpensive to administer. A weakness is that analysis of sociometric data can be very detailed. The fact that sociometry is a subjective measure can be considered both a strength and a weakness. Although the individual makes his own selection, the full meaning of the choice is not known, because the depth or quality of the choice cannot be certain.⁵²

⁵¹Gardner Lindzey and Edgar F. Borgotta, "Sociometric Measurement," Handbook of Social Psychology. Vol. I: Theory and Method, ed. Gardner Lindzey (Reading, Massachusetts: Addison-Wesley Publishing Company, 1959), pp. 410-20.

⁵²Lindzey, pp. 406, 410-20.

Summary

Reference groups have been defined as those groups to which an individual relates himself by taking the values or standards of the group as his own through a process of evaluation and self-appraisal. The individual may or may not have membership in his reference group. Comparison and normative reference groups as well as positive and negative normative reference groups may exist for an individual. Positive normative reference groups are those to which the individual relates himself and in which the individual desires membership.

In order to attain reference group membership an individual tends to express the attitudes, values and behavior of the group prior to interacting with the group. Those non-group members who desire membership and are eligible for membership are viewed by the group members as most likely to attain membership in the reference group.

During the adolescent years a shift takes place in major reference groups with the peer friendship group, rather than the family, becoming the dominant reference group. At the same time adolescents begin to desire membership in smaller peer friendship groups rather than a larger crowd. For the adolescent, his peer friendship group often serves as a reference group. Conforming to the behavior, attitudes and opinions of these groups has been shown to be of importance in gaining entrance. Among

the attitudes and opinions of importance in social acceptance among adolescent girls are those concerning clothing and appearance.

A means for investigating social acceptance is the sociometric method. The degree to which individuals are accepted in a group, the relationships which exist among these individuals and the structure of the group can be ascertained by the sociometric method and portrayed using the sociogram.

Focus of the Study

This study was a portion of a larger longitudinal project for investigation of the relationship of the opinions of a high school class of girls on clothing, appearance and social acceptance to role, social class and group acceptance.⁵³ The particular focus of this study was to investigate the relationship of the opinions of the isolates in the high school class of girls on clothing, appearance and social acceptance to the movement by isolates in the school social structure.

Before undertaking this study the following assumptions were made:

1. Adolescent behavior is influenced by peer groups.
2. In most circumstances the peer friendship group also serves as a reference group for the adolescent.

⁵³Infra, p. 23.

3. Social acceptance can be measured using the sociometric technique and can be portrayed by the sociogram.
4. Clothing and appearance opinions can be ascertained by means of an interview schedule.

Objectives and guiding hypotheses which served as a framework for the study were:

Objectives:

1. To investigate the patterns of clothing and appearance opinions among one class of high school girls.
2. To investigate the movement within the social structure of isolates in one class of high school girls during their first two years in high school.
3. To investigate the relationship of the variables of orientation, clothing and appearance opinions, and reciprocal friendship structure cohesion to reference group entrance by isolates.

Guiding Hypotheses:

1. Patterns of clothing and appearance opinions distinctive to reciprocal friendship structures within the entire ninth grade class of girls would differ from each other and from the overall class patterns of clothing and appearance opinions.
2. Isolates who are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire.
3. Isolates who become members of chosen highly cohesive reciprocal friendship structures would more closely approximate the reciprocal friendship structures' content patterns of opinions than isolates who become members of chosen less cohesive reciprocal friendship structures.
4. Isolates who become members of chosen reciprocal friendship structures with low opinion diversity scores would more nearly approximate the reciprocal friendship structures' content patterns of opinions than isolates who become members of chosen reciprocal friendship structures with high opinion diversity scores.

CHAPTER II

METHODOLOGY

The data used in this study were part of the data from a master project.¹ Therefore, discussion of methodology will include initial data collection and analysis methods

¹This study is part of a larger project sponsored by the Michigan State Agricultural Experiment Station which is titled "Ninth Grade Girls' Attitudes and Behavior Related to Role, Appearance, Social Class and Group Acceptance," and is under the direction of Dr. Joanne Eicher. Other theses which have resulted from the larger project are:

Betty Marguerite Wass, "Clothing as Related to Role Behavior of Ninth Grade Girls" (Unpublished Master's thesis, College of Home Economics, Michigan State University, 1962).

Arlene Louise Bjorngaard, "The Relationship of Social Class and Social Acceptance to Clothing and Appearance of a Selected Group of Ninth Grade Girls" (Unpublished Master's thesis, College of Home Economics, Michigan State University, 1962).

Madelyn Claire Williams, "Opinions on Clothing, Appearance and Social Acceptance as Factors in Group Cohesion of Ninth Grade Girls" (Unpublished Master's thesis, College of Home Economics, Michigan State University, 1963).

Suzanne H. Hendricks, "Opinions on Clothing and Appearance as Related to Group and Non-group Membership of Twelfth Grade Girls" (Unpublished Master's thesis, College of Home Economics, Michigan State University, 1965).

Eleanor Ann Kelley, "Peer Group Friendships in One Class of High School Girls; Change and Stability" (Unpublished Ph.D. dissertation, Department of Sociology, Michigan State University, 1966).

Published articles resulting from the larger project appear in the bibliography.

as well as those specific to this study. Areas for discussion will be (1) the setting and the sample, (2) data collection, (3) data analysis, and (4) operational definitions for the study.

The Setting and the Sample

The setting for the study was a midwestern city of 30,198 population in 1960. The city itself was a suburb of a larger city of 107,807 inhabitants. Located within the city was a university with 35,451 students in 1965.² The average educational level and average salary level were high for the state, being in 1960, 15.8 years and \$7,152 respectively. These figures were compared to 10.8 years and \$6,256, for the entire state. The population was largely composed of white collar workers with 71.9 per cent of the workers being a part of this group.³

The four-year high school chosen for the study was the only public high school in the city. The school had an enrollment of 1,271 students in 1965. The majority of the students came from homes with the socio-economic characteristics discussed above. However, the school also had students from a low income housing area annexed to the school district prior to the years for the study. Individuals

²Registrar of local university.

³United States Bureau of Census, Michigan General Population Characteristics, 1960 (Washington, D.C.: Government Printing Office, 1960), pp. 24-17, 24-179, 24-181, 24-191, 24-206.

from extremes in socioeconomic levels were therefore included in the school and in the study.

The study itself was of the longitudinal type with data being collected for one class of high school girls as they passed from ninth through twelfth grades. The particular population for investigation in this study was those girls who were sociometric isolates in the ninth grade. The years for data collection were 1962-1965.

Data Collection

Each year of the four years the class of girls were given background questionnaires developed by Wass. The background questionnaire also contained a single sociometric question which was of the general criteria type. The situation was that of naming best friends as "the people with whom we share secrets and spend most of our time." The students were given the opportunity to list the names of two best friends, two additional friends if they were also best friends, and best friends in another grade or school. The exact questions used for eliciting the sociometric data and the form used for answering follow.

The people with whom we share secrets and spend most of our time are usually referred to as our "best friends."

Write the names of your two "best girl friends" in the 9th grade in the high school. (If you only have one person you consider a "best friend," write her name only.)

1.

2.

If you have more than two "best friends" in the ninth grade, write their names in the space below.

1.

2.

If your "best girl friends" are in another grade, or another school, write their names in the spaces below.

Other Grade

Other School

1.

1.

2.

2.

The background questionnaire was administered in the school cafeteria the first year and in home rooms for the last three years. Confidentiality of the responses was guaranteed.

An interview schedule was developed by Bjorngaard and given to the students as ninth graders in 1962. The interview schedule contained questions about clothing, appearance and social acceptance within the school. Copies of the interview schedule and background questionnaire are included in the Appendix. The interview schedule was slightly modified by Hendricks and again administered to the students as twelfth graders in 1965. Both interview schedules contained an appearance rating sheet to be filled out by the interviewer at the time of the interview. The interviews, conducted at the high school by trained interviewers during class periods of 70 minutes, lasted from 25 to 70 minutes.

Data Analysis

The sociometric classifications, as defined in the overall project, were:

Reciprocal Friendship Structure (RFS): a sociometric diagram of individuals whose choices of friendship were returned.

Mutual Pair (MP): a reciprocated choice of two members, hence a dyad.

Isolate (I): an individual who had no reciprocated choices on a sociogram. Four categories of isolates were:

Isolate (I_1): pure isolate; made and received no friendship choices.

Isolate (I_2): ignored isolate; made choices but received no choices.

Isolate (I_3): self isolate; made no choices but received some choices.

Isolate (I_4): confused isolate; made and received choices, none of which matched.

Accurate Perceiver: An individual who had all choices reciprocated, or who neither chose nor was chosen.

Reference Groups

Sociometric classifications for the class members were portrayed each year of the four years by means of a sociogram. Each girl received a number which remained with her throughout the four years. New girls were given numbers as they entered the school. Lines between the numbers did not indicate one way choices as on many sociograms. Instead

each line between two individuals indicated that both individuals named the other as a best friend choice. One way choices were not indicated on the sociograms (see pages 47-50). From the basic ninth grade sociogram showing only reciprocated choices, additional ninth grade sociograms were made showing the unreciprocated choices made by the isolates to other class members and to the isolates from other class members. From these additional sociograms it could be determined to which RFS's the isolates directed their unreciprocated choices (see pages 57-60).

Reference groups for the ninth grade isolates were determined on the sociograms as those RFS's into which the isolates had unreciprocated friendship choices. The desired RFS was identified as a reference group because the peer friendship group often serves as a membership and reference group at the same time for adolescents.⁶

There could be, however, no actual verification that an isolate considered her desired RFS or RFS's to be reference groups. At the time of the composing of the interview schedule it was not a purpose of the master project to identify, through interview schedule questions, reference groups for the interviewees. Therefore no questions were included in the interview schedule for this purpose.

Attainment of desired reference group membership

⁶Supra, p. 15.

was determined for the ninth grade isolates by comparing ninth grade friendship choices to tenth grade sociometric classification. Attainment of reference group membership by ninth graders was then compared with the variables of reference group orientation, RFS cohesion, RFS opinion diversity, RFS appearance and discourse scores, and RFS clothing and appearance content patterns of opinions to determine which variables were related to attainment of reference group membership.

Each of the above mentioned variables will be explained in the following sections of this chapter. In investigating the relationship of the variables to attainment of reference group membership by isolates, those isolates who became members of a desired reference group were compared as a group to those isolates who did not become members of a desired reference group. In addition, the isolates who did not become members of a desired reference group, but who did become members of other RFS's, were further investigated to determine whether their opinions were more like the opinions of the chosen reference group or the RFS's of which they became members. Because the researcher was analyzing the entire population of isolates rather than a sample of the isolates in the ninth grade class, a descriptive rather than statistical analysis of the findings is given.

Reference Group Orientation

Merton defined orientation as an important variable for entrance into a reference group.⁷ Two factors, desire for membership in and indication of present membership in a group of girls in the class, were used to define an isolate's position or orientation to reference groups. Four types of orientation were developed for the study. Although developed for use when investigating the isolates, the four types of orientation would apply to any member of the class irrespective of their sociometric classification.

The first division in orientation was between positive and negative orientation. Positive orientation, desire for membership in a RFS, was determined by the indication of a friendship choice into a RFS. Negative orientation, no desire for membership in a RFS, was the lack of an indication of a friendship choice into a RFS. Each of these orientations were further divided on the basis of two interview schedule questions. The questions used were numbers five and eleven in the questionnaire (see Appendix).

Question 5. With the group you go around with (sic), what are some things which are important to do in order to be popular?

Question 11. How does the group you go around with compare in dress to other groups at school?

⁷Supra, p. 13.

If a girl indicated in her answers to both questions that she was part of a group, her orientation was labeled recognized. The isolates with a recognized orientation were further checked to determine if the group indicated was composed of girls from the class. If the group was not composed of girls from the ninth grade class, the orientation was labeled unrecognized. Also included in the unrecognized orientation were those isolates who indicated in their answers to the two questions that they were not part of any group. The four types of orientation were:

- Type I: recognized-positive: the individual who indicated in her answers to the two questions that she was part of a group, and indicated a friendship choice into a RFS.
- Type II: unrecognized-positive: the individual who indicated in her answers to the two questions that she was not part of a group, but indicated a friendship choice into a RFS.
- Type III: recognized-negative: the individual who indicated in her answers to the two questions that she was part of a group, but did not indicate a friendship choice into a RFS.
- Type IV: unrecognized-negative: the individual who indicated in her answers to the two questions that she was not part of a group, and did not indicate a friendship choice into a RFS.

Reference Group Cohesion

The word cohesion is often used when discussing the integration among the parts of a whole. In this study cohesion referred to the integration among the members of a

RFS. The variable of RFS cohesion was introduced to investigate the relationship between RFS entrance by isolates and integration among the members of the chosen RFS. An index of cohesion was determined for each RFS. The following formula for determining cohesion was used.

$$C = \frac{X}{(N-1)N} \times 100$$

C indicates cohesion, X equals the number of in-group choices made by all RFS members, and N equals the number of RFS members. The cohesion score was an indication of the actual number of in-group choices divided by the possible number of in-group choices. N-1 accounts for the factor that an individual cannot choose himself, and thus is the total number of in-group choices that one RFS member could make.

Appearance and Discourse Scores

It was of major importance in this study to determine the factors important for social acceptance in the school and the particular friendship groups in the ninth grade class as seen from the viewpoint of each RFS. In order to determine the factors important for social acceptance in the school and particular RFS's, the opinions of the girls, as expressed in the interviews, were analyzed. Stone's view of a social transaction was used as a guide. Stone divides a social transaction into two parts.

Appearance, then, is that part of social transaction which establishes identifications of the participants. As such it may be distinguished from discourse, which we conceptualize as the text of the transaction--what the parties are discussing. Appearance and discourse are two distinct dimensions of the social transaction.⁸

For this study social acceptance in the school and particular RFS's was seen as the "social transaction," and the researcher aimed to determine the general importance which each RFS gave to appearance and discourse factors for social acceptance in the school or RFS. Second, the researcher wished to determine the general opinions of the class members about themselves and social acceptance factors.

To meet these ends, each girl was given three scores which were called her appearance and discourse scores. Each girl received a general social acceptance score, a group social acceptance score and a self satisfaction score. Each of the scores was derived from opinions given in answer to selected interview schedule questions. The word "opinion" was deleted from the score titles for ease in discussion. From the individual appearance and discourse scores, medians and ranges were determined for each RFS, the total RFS classification, each of the four isolate categories, the total isolate classification, the total MP classification and the entire class. When citing the

⁸Gregory P. Stone, "Appearance and the Self," Human Behavior and Social Processes: An Interactionist Approach, ed. Arnold M. Rose (Boston: Houghton Mifflin Company, 1962), p. 90.

appearance and discourse scores of RFS's or sociometric classifications, reference was made to the median scores of the groups mentioned.

The interview schedule questions for the general social acceptance score concerned factors important for general social acceptance in the school. The interview schedule questions for the group social acceptance score concerned factors which the interviewee felt were important for social acceptance in her group.

The coding of the questions for the general and group social acceptance scores will be discussed at this point since the coding of the questions for the self satisfaction score were coded in a slightly different manner. The method for coding the general and group social acceptance opinions was a four to six point scale which varied with the question. The highest weight indicated that only appearance factors were important for social acceptance, and the lowest weight indicated that only discourse factors were important in social acceptance or that clothing factors were not important in social acceptance. The interview schedule questions used for the general and group social acceptance scores and the exact meanings for each of the weights in the coding of questions are as follows.

General Social Acceptance Score

1. If a new girl came to _____ and wanted to get in with the popular girls, what would be the best way to do this?

<u>Weight</u>	<u>Meaning</u>
5	mentioned only appearance factors
4	mentioned appearance factors more than discourse factors
3	mentioned appearance factors and discourse factors equally
2	mentioned discourse factors more than appearance factors
1	mentioned only discourse factors
0	no answer or inappropriate answer

2. What characteristics do you think a new girl would be judged on? (coding same as question 1)
6. What are the characteristics of the most popular girl in the ninth grade? (coding same as question 1)
8. Does the clothing of the popular girls in the ninth grade differ from the clothing of the other girls?

<u>Weight</u>	<u>Meaning</u>
3	Yes
2	Sometimes
1	I don't know
0	No

9. Do you think clothing influences a girl's popularity at _____? (coding same as question 8)

Questions eight and nine were considered direct questions as the interviewees were directly asked the importance of clothing for social acceptance. Questions one, two and six were considered indirect questions. The interviewees were asked to name factors important for social acceptance rather than to cite the importance of a particular named factor for social acceptance.

Group Social Acceptance Score

3. What characteristics do you use in choosing a friend? (coding same as question 1)

17. Do you think that the manner in which your best friend dresses is a reflection on you? By that I mean, do others judge you by the way your best friend dresses?

<u>Weight</u>	<u>Meaning</u>
4	Yes
3	Sometimes
2	I don't know
1	No
0	No best friend

- 30a. Jean is a new girl in the ninth grade in _____. Her appearance is neat and clean. Her favorite combinations are plaid skirts and flowered blouses. Would you consider her well dressed?

<u>Weight</u>	<u>Meaning</u>
3	No
2	I don't know
1	Sometimes
0	Yes

- 30b. Would you invite her into your group even if you do not feel she is well dressed?

<u>Weight</u>	<u>Meaning</u>
4	No
3	I don't know
2	Sometimes
1	Yes
0	No comment or no group

31. Michelle recently moved to _____ from California. Her first day at _____ she noticed that she was the only girl wearing colored bobby socks which were popular in California. She came home and told her mother that she had to buy heavy white socks so that she would be like all the other girls. Her mother thought this was rather foolish since all her colored socks matched her outfits. Do you think it is important for Michelle to have bobby socks like the other girls? (coding same as question 8)

- 32a. Lynn dresses very neatly for school. She has many expensive clothes; however, her hair is usually messy and unkempt. What do you think is more important--expensive clothes or neat hair?

<u>Weight</u>	<u>Meaning</u>
4	Expensive clothes
3	Both
2	Neat hair
1	I don't know
0	No comment

32b. Would you like to have Lynn as your girl friend?
(coding same as question 30b)

32c. Would you invite her to run around with your
group? (coding same as question 30b)

A girl's answers for each question were coded in only one category. The general and group social acceptance scores for each girl were the added values of her coded answers for the interview schedule questions composing the two scores. A high general or group social acceptance score indicated that an individual considered appearance factors to be important for social acceptance in the school or her group. A low general or group social acceptance score indicated that an individual considered discourse factors to be important for social acceptance in the school or her group.

The interview schedule questions for the self satisfaction score were opinions about the self as related to factors for social acceptance in the school. The self score questions were coded so that a high weight indicated more positive self opinions, while a low weight indicated more negative self opinions. The interview schedule questions used for the self satisfaction score and the exact meanings for each of the weights in the coding of questions were as follows.

Self Satisfaction Score

14. Is there anything about yourself you would like to change?

<u>Weight</u>	<u>Meaning</u>
4	No
3	I don't know
2	Sometimes
1	Yes
0	No comment

16. Do some clothes give you more self confidence than others?

<u>Weight</u>	<u>Meaning</u>
3	Yes
2	Sometimes
1	I don't know
0	No

22. Are you usually satisfied with your general appearance? (coding same as question 16)

23. Are you usually satisfied with your hair? (coding same as question 16)

24. Are you usually satisfied with your complexion? (coding same as question 16)

26. Do you enjoy wearing your clothes if your friends don't like them?

<u>Weight</u>	<u>Meaning</u>
4	Never
3	Seldom
2	Sometimes
1	Often
0	Almost always

27. Do you feel ill at ease at school because of your clothing? (coding same as question 16)

28. Do others compliment you on the way you dress at school?

<u>Weight</u>	<u>Meaning</u>
4	Almost always
3	Often
2	Sometimes
1	Seldom
0	Never

29. Have you felt embarrassed about the clothes you wear to school? (coding same as question 26)

As with the general and group social acceptance scores, a girl's answers for each question were coded in only one category. The self satisfaction score for each girl was the added values of her coded answers for the interview schedule questions in the self satisfaction score. A high self satisfaction score indicated more positive self opinions and a low score indicated more negative self opinions.

The variable of the relationship of an isolate's appearance and discourse scores to median appearance and discourse scores of a chosen RFS was investigated by comparing an isolate's scores to those of an RFS. When comparing an isolate's appearance and discourse scores to those of an RFS, it was said that an isolate's scores were close to those of the RFS when her scores were within three points of the median RFS scores. Otherwise an isolate's scores were considered far from those of the RFS. The breaking point for the classification of isolates as "close to" or "far from" the RFS to which they were being compared was determined at three points after an investigation of the frequency distribution of the differences in points between isolates' appearance and discourse scores and the median appearance and discourse scores of RFS's to which they were being compared. The majority of the isolates either had

appearance and discourse scores within three points of the RFS's to which they were being compared or had scores five points or more from the RFS's to which they were being compared.

Content Patterns of Opinions

In addition to determining the general importance which each RFS gave to appearance and discourse factors for social acceptance, it was of interest to know the actual content of the opinions of the members of each RFS. To meet this end three content patterns of opinions were developed for each RFS, the total RFS classification, each of the four isolate categories, the total isolate classification, the total MP classification and the class. The three patterns were a general social acceptance content pattern, a group social acceptance content pattern and a self satisfaction content pattern. The questions used in deriving the three patterns were the same as those used in deriving the corresponding appearance and discourse scores.⁹

In deriving the patterns, first for each coding category of each question an index of agreement was figured using the following formula:

$$A = \frac{x}{n} \times 100\%$$

⁹Supra, pp. 34-39.

A indicated the index of agreement on one category of the question; x equaled the number of girls whose answers were coded in the particular category; and n equaled the total number of people in the RFS, isolate category, sociometric classification or class. The RFS, isolate category, sociometric classification or class content patterns were developed from those questions where at least 50 per cent of the individuals were in agreement when answering a question. The 50 per cent breaking line was chosen for two reasons. First, it was felt desirable to include those questions in the pattern where the group was exactly split in half on agreement in answering a question. Also, in most cases where 50 per cent agreement was found when answering a question, but not a half-and-half split, the remainder of the answers were spread over several additional categories in percentages of 33.3 per cent and less.

The actual content patterns consisted of the content of the answers to those questions on which there was at least 50 per cent agreement when answering. The individual RFS patterns were compared with each other and with the class pattern to determine if and how the RFS patterns differed from each other and the class pattern.

The variable of the relationship of an isolate's opinions to the content patterns of a chosen RFS was investigated by comparing an isolate's opinions to the content patterns of an RFS. When comparing an isolate's opinions

to an RFS pattern, the isolate's opinions were considered the same as those of the RFS when her answers were in agreement with at least 75 per cent of the answers for the questions included in each of the three RFS content patterns. Otherwise the isolate's opinions were considered not in agreement with the RFS.

RFS Diversity of Opinions

The variable of the diversity of opinions for RFS's was introduced to the study so that the entrance of isolates into RFS's with narrow versus wide ranges of opinions could be investigated. An opinion diversity score was computed for each RFS to determine the percentage of different answers given by the RFS in comparison to all of the different answers given by the class members. The formula used for computing the opinion diversity score was:

$$D = \frac{X}{Y} \times 100$$

D indicated opinion diversity score; x equaled the number of different categories used when coding the answers given for all questions by members of the RFS; and y equaled the number of different coding categories for all questions. The opinion diversity score was an indication of the percentage of different categories used when coding the answers given by members of the RFS as compared to the total number of different coding categories. A low opinion diversity score would indicate that the group confined its answers to fewer different answers while a high opinion diversity

score would indicate that the group gave a larger variety of different answers. In the study, opinion diversity scores from 34 to 49 were called low opinion diversity scores, and scores from 50 to 65 were called high opinion diversity scores.

With the opinion diversity scores there was no indication of appearance and discourse emphasis in answers. The indication of appearance and discourse emphasis in answers was included in the appearance and discourse scores. Also there was no indication with the opinion diversity scores of the actual content of opinions. The indication of actual content of answers was included in the content patterns of opinions.

Operational Definitions

The following terms for use in the study were developed by former researchers and the present researcher. Definitions for the sociometric classifications were given earlier.¹⁰

Reference Group: Reciprocal friendship structure into which an isolate had an unreciprocated friendship choice.

Membership: An individual who appeared as an isolate on a sociogram for one year became a reciprocal friendship structure member when on the

¹⁰Supra, p. 27.

sociogram for the following year at least one reciprocated choice brought her into a reciprocal friendship structure.

Orientation: Four types of orientation were:

- Type I: recognized-positive: the individual indicated in her answers to key questions that she was part of a group and indicated a friendship choice into a reciprocal friendship structure.
- Type II: unrecognized-positive: the individual indicated in her answers to key questions that she was not part of a group, but indicated a friendship choice into a reciprocal friendship structure.
- Type III: recognized-negative: the individual indicated in her answers to key questions that she was part of a group, but did not indicate a friendship choice into a reciprocal friendship structure.
- Type IV: unrecognized-negative: the individual indicated in her answers to key questions that she was not part of a group, and did not indicate a friendship choice into a reciprocal friendship structure.

Cohesion: The result of the division of the number of choices made within a reciprocal friendship

structure by the number of possible in-group choices for the reciprocal friendship structure.

Opinion Diversity Score: The result of the division of the number of different categories used when coding the answers given by members of a reciprocal friendship structure for all questions by the total number of coding categories in all questions.

Content Pattern of Opinions: The content of the answers to the interview schedule questions on which there was at least 50 per cent agreement when answering.

CHAPTER III

DESCRIPTION OF ISOLATES

The description of the isolates will include discussion of (1) general characteristics of isolates, (2) orientation of isolates to reference groups, (3) appearance and discourse scores of isolates, and (4) content patterns of opinions of isolates. Section (1) will include information about the isolates in all four years of the study. Sections (2), (3), and (4) will include information concerning the ninth grade isolates only.

General Characteristics of Isolates

Of the 196 girls who were part of the study for at least one year, 77, or 39.3 per cent, of the girls appeared on a sociogram as an isolate for at least one year (see Figures 1, 2, 3, and 4). Nineteen girls, or 9.7 per cent of the class appeared as isolates on the sociograms for two years; however, they did not necessarily appear as isolates two years in a row. Three girls, or 1.5 per cent, of the class appeared as isolates for three years. One girl, or .5 per cent of the class, remained an isolate all four years of the study. Table 2 depicts the number of isolates in each isolate category over the four years, while Table 3 depicts the sociometric standing of former

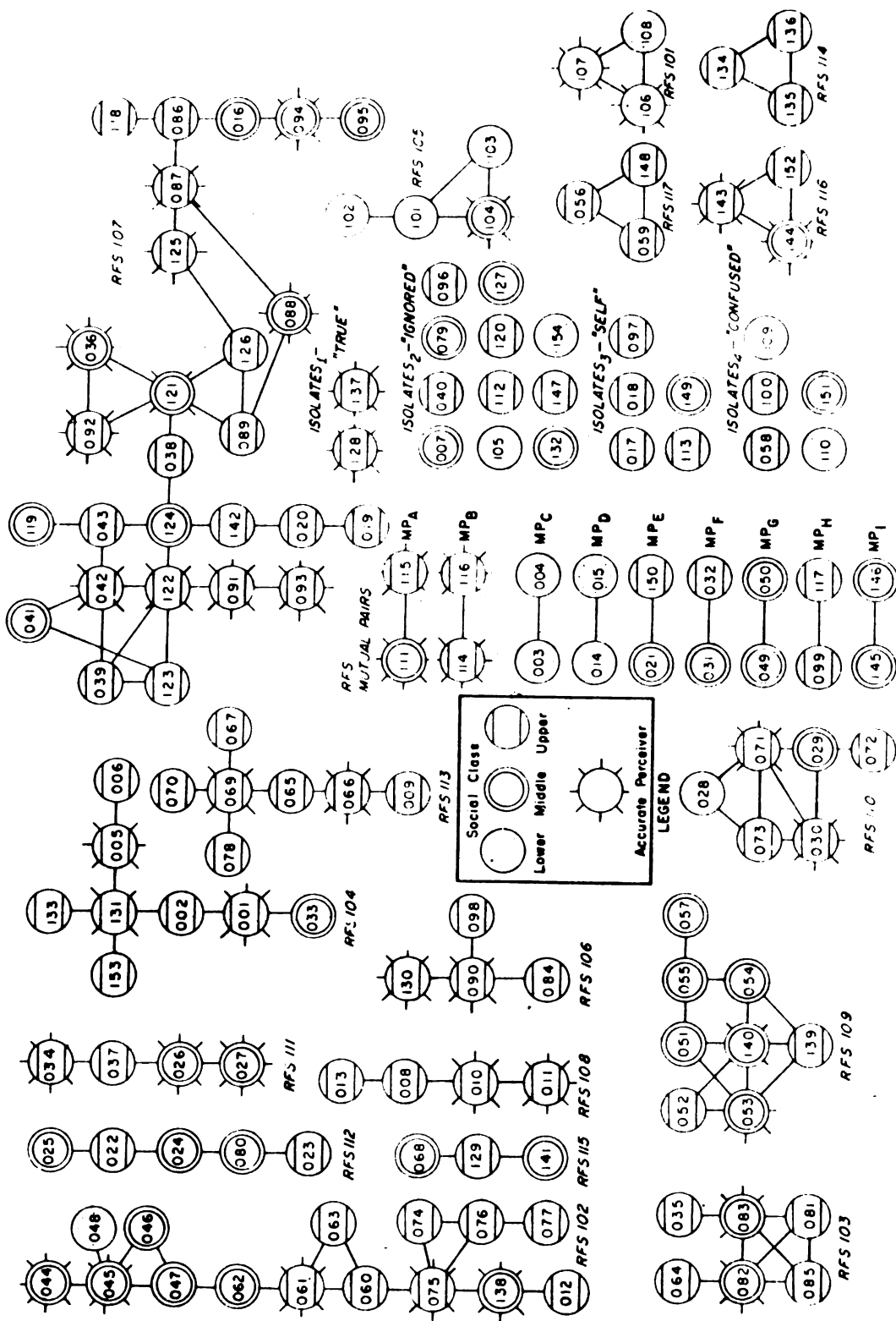


Figure 1. Reciprocal Friendships of the Ninth Grade Girls in One High School Class Which Became the Senior Class of 1965

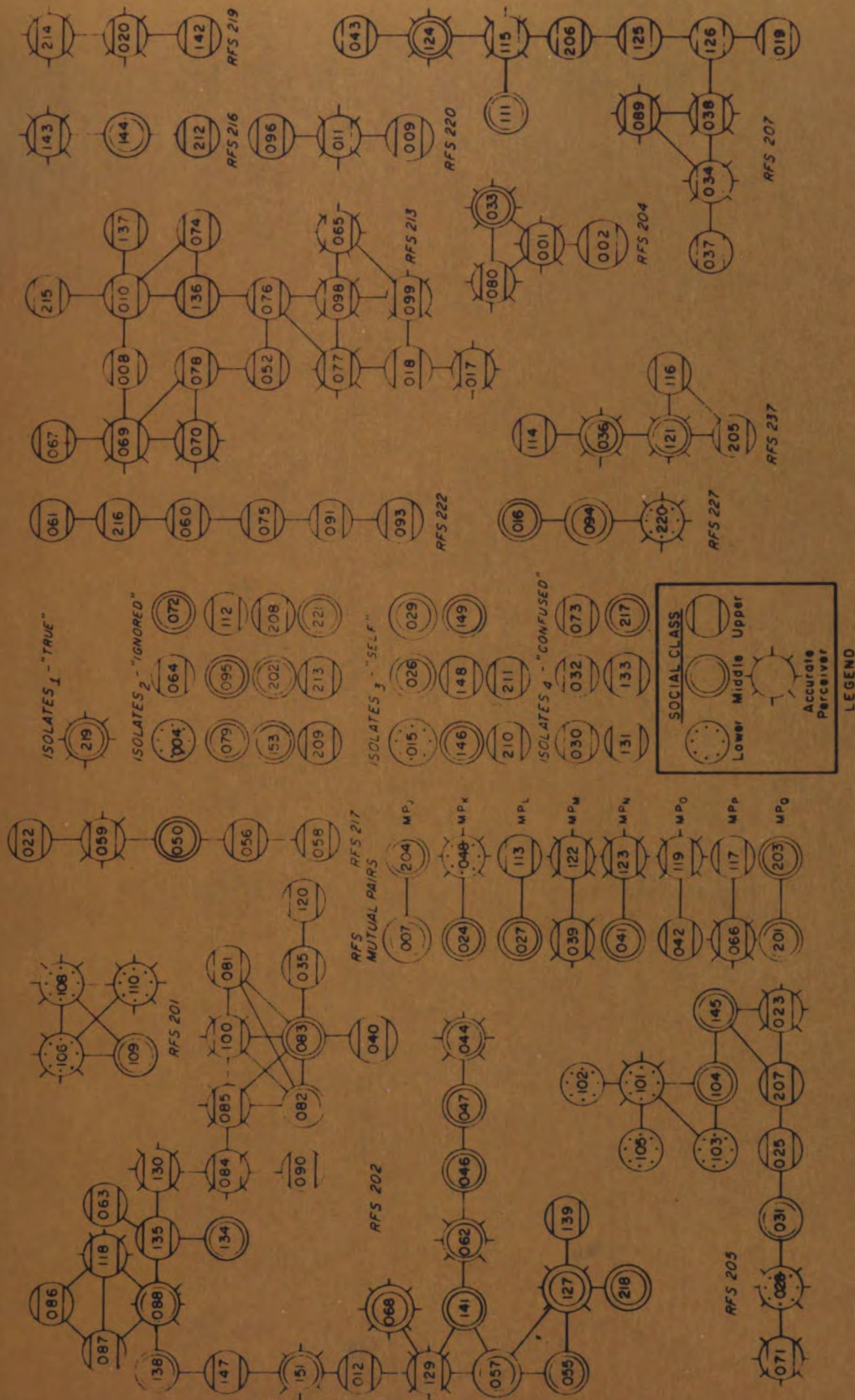


Figure 2. Reciprocal Friendships of the Tenth Grade Girls in One High School Class Which Became the Senior Class of 1965

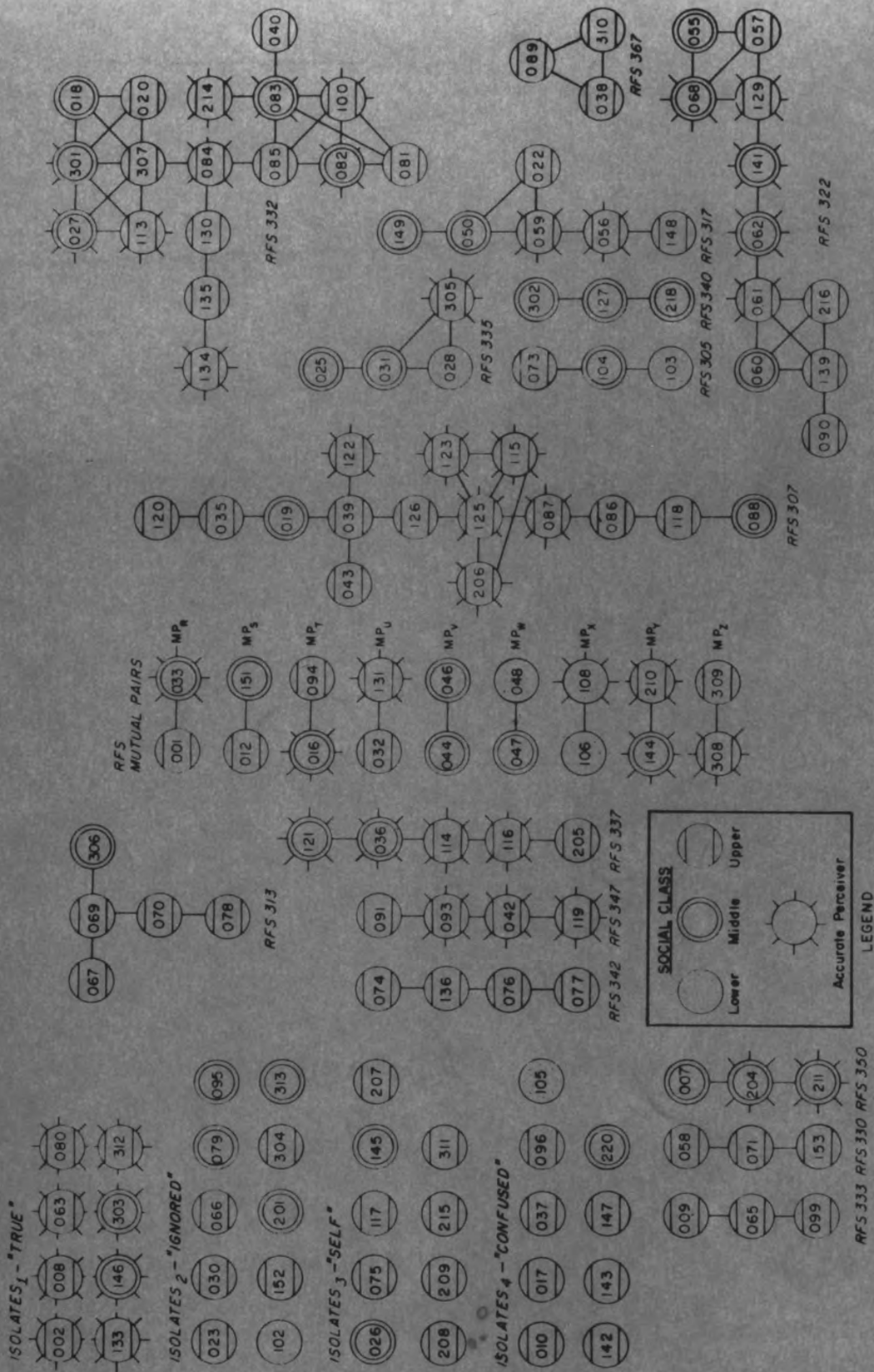


Figure 3. Reciprocal Friendships of the Eleventh Grade Girls in One High School Class Which Became the Senior Class of 1965

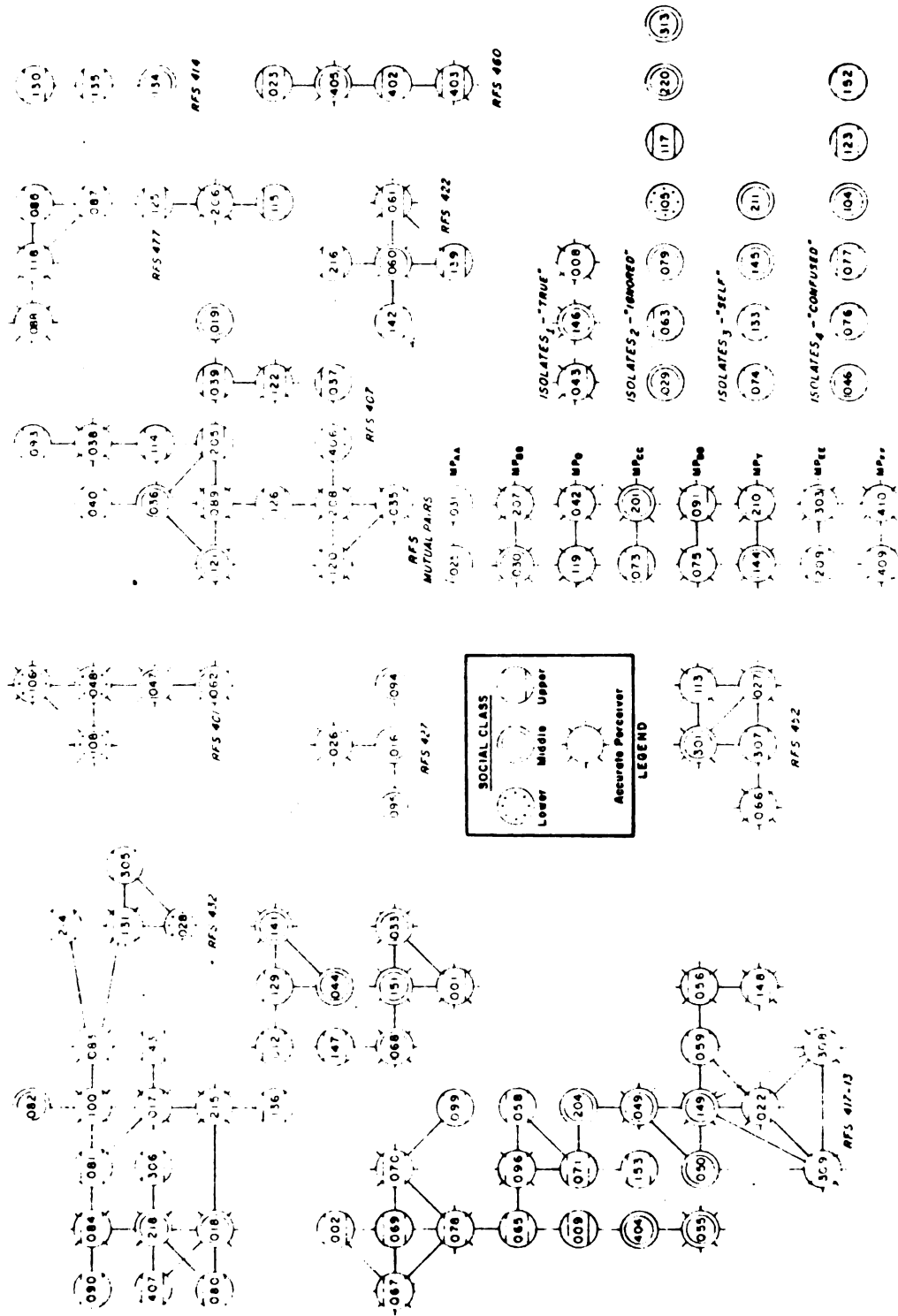


Figure 4. Reciprocal Friendships of the Twelfth Grade Girls in One High School Senior Class of 1965

Table 2. Number of ninth through twelfth grade isolates according to isolate categories

Isolate Categories	<u>Grade in School</u>				Totals No.	%
	Ninth No.	Tenth No.	Eleventh No.	Twelfth No.		
Type I (True)	2	1	8	3	14	13.33
Type II (Ignored)	11	12	10	7	40	38.10
Type III (Self)	5	8	9	4	26	24.76
Type IV (Confused)	5	6	9	5	25	23.81
Totals	23	27	36	19	105	100.00

Table 3. Sociometric standing of former reciprocal friendship structures and mutual pairs from which tenth, eleventh, and twelfth grade isolates came

	<u>Grade in Which Isolate Appeared</u>			
Sociometric Standing of Former RFS or MP	Tenth Grade Isolates	Eleventh Grade Isolates	Twelfth Grade Isolates	Totals
RFS Still Exists	5	2	2	9
RFS Members to Other RFS's	6	13	4	23
Other RFS Members to MP Membership		4	1	5
Other MP Member Gone from School	2	1		3
Other MP Member to RFS Membership	2		1	3
Other MP Member Also an Isolate		2		2
Totals	15	22	8	45

RFS's and MP's from which tenth, eleventh and twelfth grade isolates came.

In investigating the isolates by years, and beginning with the ninth grade isolates, three of the 23 ninth grade isolates remained as tenth grade isolates, four were no longer in the school system by tenth grade and the remaining 16 became RFS members, with two becoming MP members.

Among the 27 isolates appearing in the tenth grade, as mentioned, three had been isolates in the ninth grade. Nine isolates were girls new to the school. The remaining 15 were former ninth graders who had been RFS or MP members. As seen in Table 3 the majority of the 15 tenth grade isolates who were former ninth grade RFS or MP members came either from RFS's which were still in existence in the tenth grade or from RFS's which had split by the tenth grade with the members joining other RFS's. As these 27 tenth grade isolates moved into the eleventh grade, eight remained in the isolate category, three became members of MP's, five became members of RFS's, and the remaining 11 were no longer in the school system by eleventh grade.

Isolates in the eleventh grade included five individuals new to the school, seven isolates from the tenth grade, one who was an isolate in the ninth and tenth grades, and four individuals who had been isolates in the ninth but not the tenth grades. The remaining nineteen were former tenth graders who had been RFS or MP members. As seen

in Table 3 the majority of the eleventh grade isolates, who were former tenth grade RFS or MP members, came from RFS's which had split by the eleventh grade with the members joining other RFS's. As the 36 eleventh grade isolates moved to the twelfth grade, 11 remained as isolates, six became part of MP's, 14 were linked to RFS's and the remaining five were no longer in the school.

None of the individuals making up the twelfth grade isolate classification were new to the school, even though there were eight girls new to the school that year. Eight of the twelfth grade isolates had been isolates none of the prior years, four had been isolates two of the prior years and one had been an isolate the three prior years. The remaining seven girls were former eleventh graders who had been RFS or MP members. As seen in Table 3 one-half of the twelfth grade isolates, who were former eleventh grade RFS or MP members, came from RFS's which had split by the twelfth grade with the members joining other RFS's.

Study of the isolate classification over the four years showed that the majority of the girls in the isolate category changed each year with many of the isolates in one year moving into RFS membership the following year. The desire by isolates for friendship, and corresponding group membership, substantiated Hurlock's statements that adolescents desire membership in small select friendship

groups.¹ Also the importance of the identification of factors significant for social acceptance in desired RFS's was shown if isolates who desire RFS membership are to gain entrance to desired RFS's with the least amount of frustration.

Population for Study

Nineteen ninth grade isolates were the subjects studied for the relationship of various variables to movement of isolates in the social structure between the ninth and tenth grades. These 19 isolates included only ninth grade isolates who remained in the school system in the tenth grade. Table 4 shows the sociometric classifications of ninth grade isolates as they became tenth graders.

Table 4. Ninth grade friendship choices and tenth grade sociometric classification of ninth grade isolates

Tenth Grade Sociometric Classification	<u>Ninth Grade Friendship Choice</u>		Totals
	Chose into a RFS	Did not choose into a RFS	
Remained an Isolate	2	1	3
Became MP Member	1	1	2
Became RFS Member	11	3	14
Totals	14	5	19

¹Supra, p. 1.

Of the 14 ninth grade isolates who became tenth grade RFS members, seven, or one-half, became members of the RFS into which they chose as ninth graders. The remaining seven became members of RFS's into which they did not indicate a choice when they were ninth graders. Table 5 illustrates the comparison of the breakdown of ninth grade isolates by sociometric categories for isolates and tenth grade sociometric classification.

Table 5. Comparison of ninth grade isolates by sociometric categories for isolates and tenth grade sociometric classification

Tenth Grade Sociometric Classification	Ninth Grade Isolate Category				Totals
	Type I (True)	Type II (Ignored)	Type III (Self)	Type IV (Confused)	
Remained Isolate		2	1		3
Became MP Member		1	1		2
Became RFS Member	1	6	2	5	14
Totals	1	9	4	5	19

Although both "ignored" and "confused" isolates chose into RFS's only "confused" isolates also were chosen by class members. Of the five isolates who chose and were chosen, all became RFS members by tenth grade, while two-thirds of the nine isolates who chose but were not chosen became RFS members by the tenth grade. Therefore the fact that an isolate chose and was chosen as a ninth grader, even though none of the choices matched, seemed to indicate

that the isolate would have a better chance of having a choice reciprocated when in the tenth grade than if the isolate chose but received no friendship choices as a ninth grader.

Orientation of Isolates to Reference Groups

Orientation to a reference group by a ninth grade isolate was determined by whether the isolate made any choices into RFS's and by whether her answers to interview schedule questions revealed that she was part of a group of girls in the ninth grade class. Figures 5, 6, 7, and 8 have the unreciprocated choices of the ninth grade isolates added to the basic ninth grade sociogram as only reciprocated friendship choices were indicated on the basic ninth grade sociogram. These sociograms in Figures 5, 6, 7, and 8 were used in determining the particular reference groups or RFS's to which isolates were oriented.

From the figures 5, 6, 7, and 8 it was seen that ninth grade isolates directed their friendship choices into 14 of the 17 RFS's. Although the isolates directed 35 friendship choices into RFS's the highest number of choices received by any RFS was the seven choices received by RFS 107. Besides directing friendship choices to RFS members, the ninth grade isolates also made friendship choices to other isolates. Six of the 23 isolates received friendship choices from other isolates with isolate 151 receiving three choices from other isolates. In summary, the isolates did

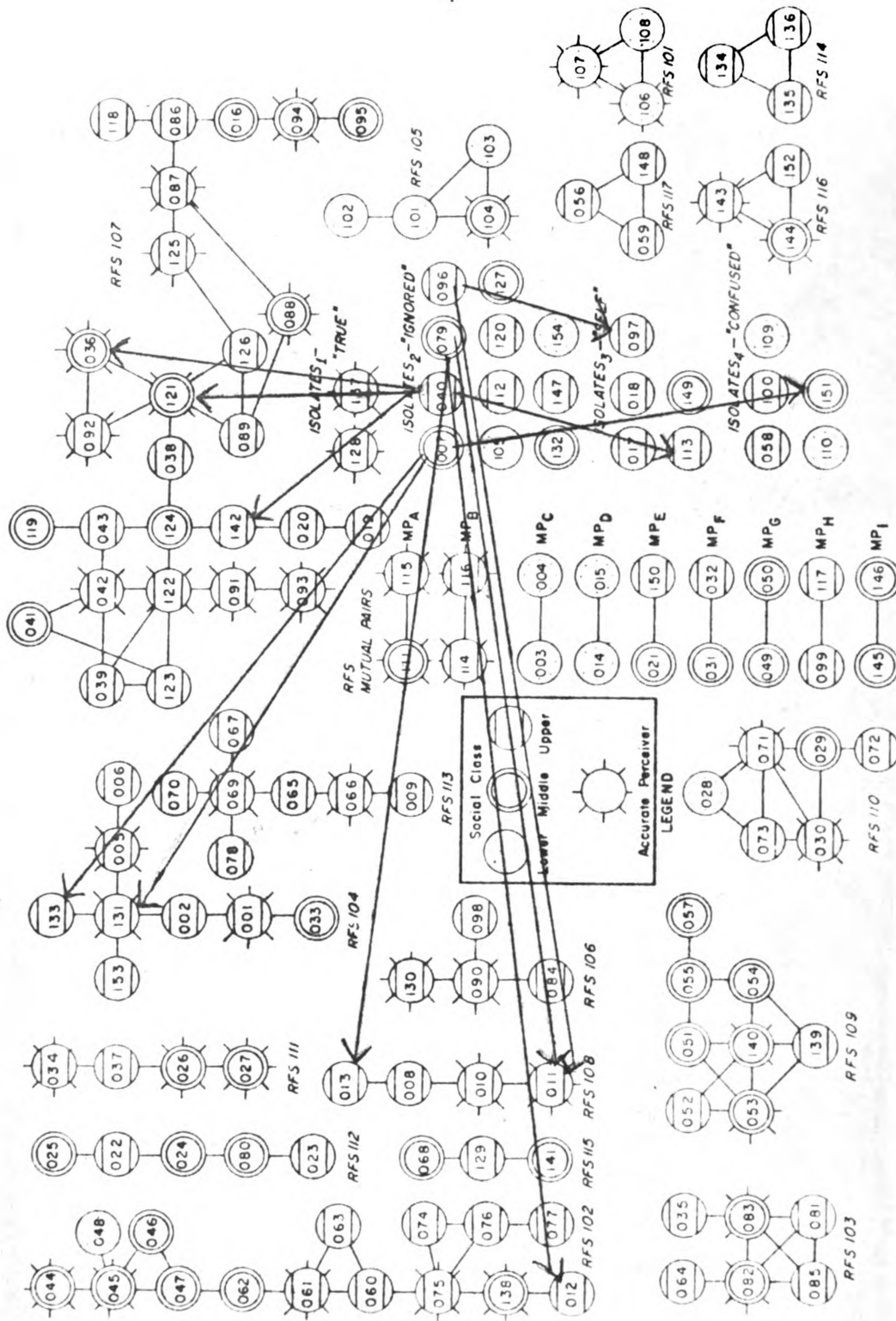


Figure 5. Reciprocal Friendships of the Ninth Grade Girls and Unreciprocated Friendship Choices Made by the Ninth Grade Isolates

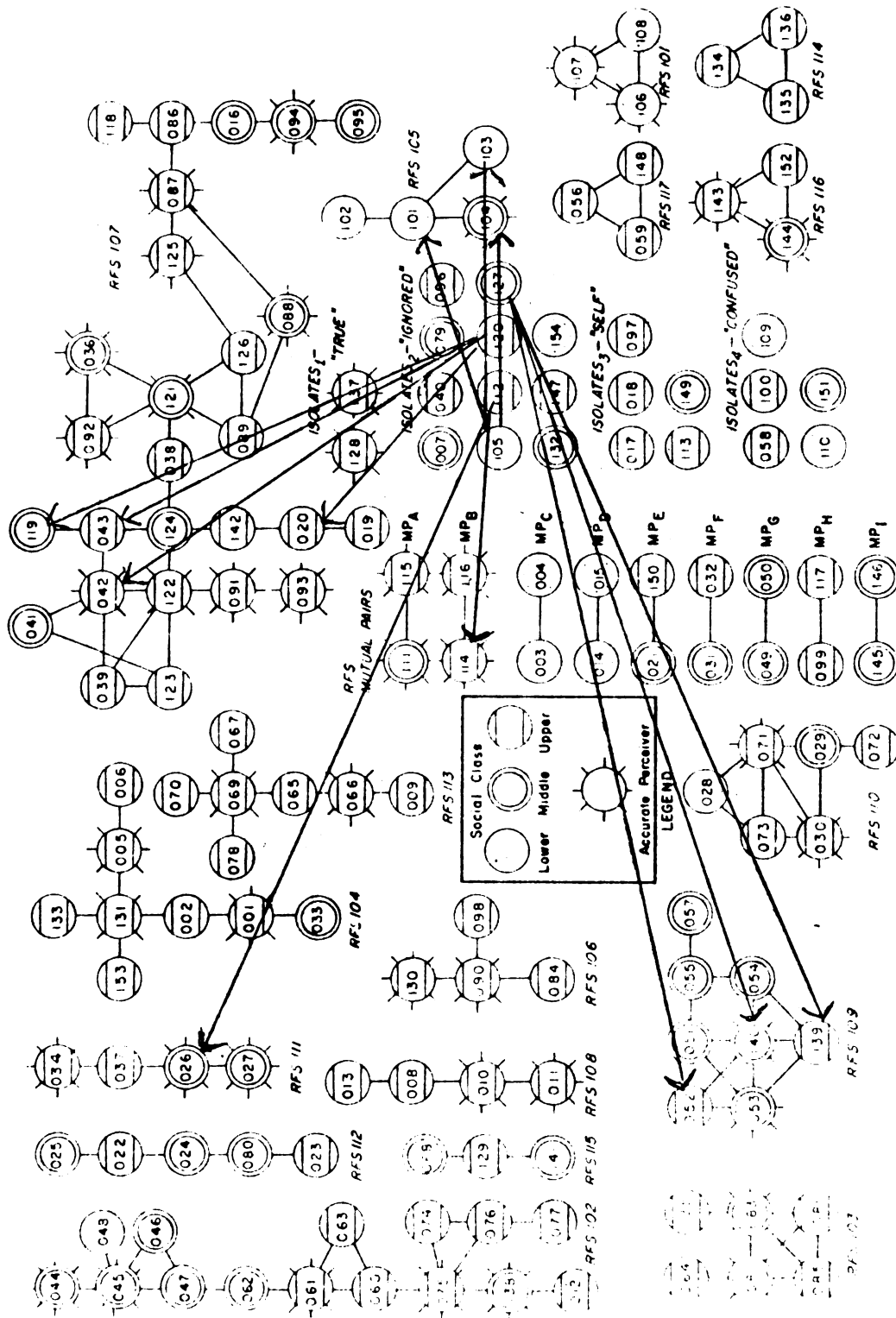


Figure 6. Reciprocal Friendships of the Ninth Grade Girls and Unreciprocated Friendship Choices Made by the Ninth Grade Isolates

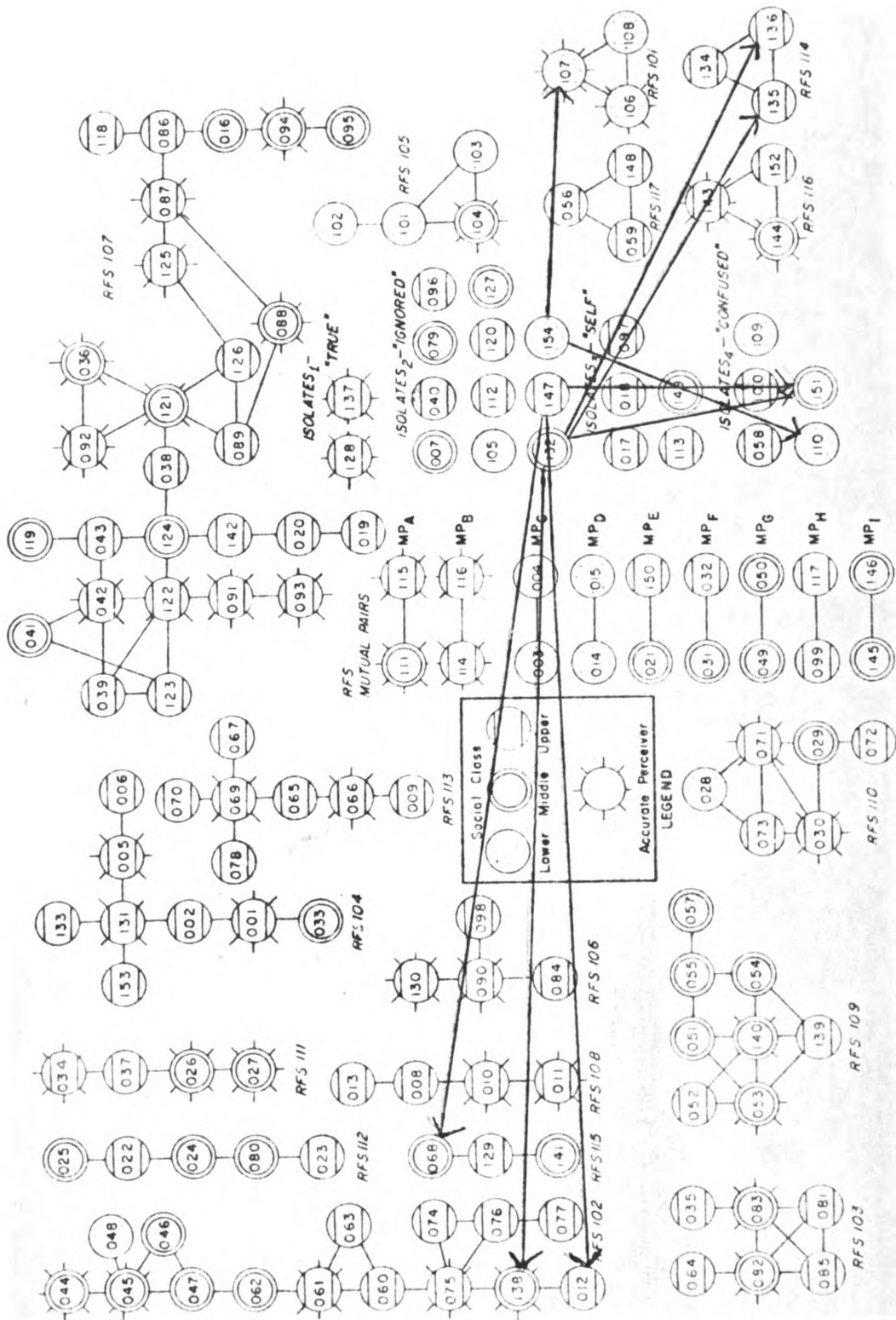


Figure 7. Reciprocal Friendships of the Ninth Grade Girls and Unreciprocated Friendship Choices Made by the Ninth Grade Isolates

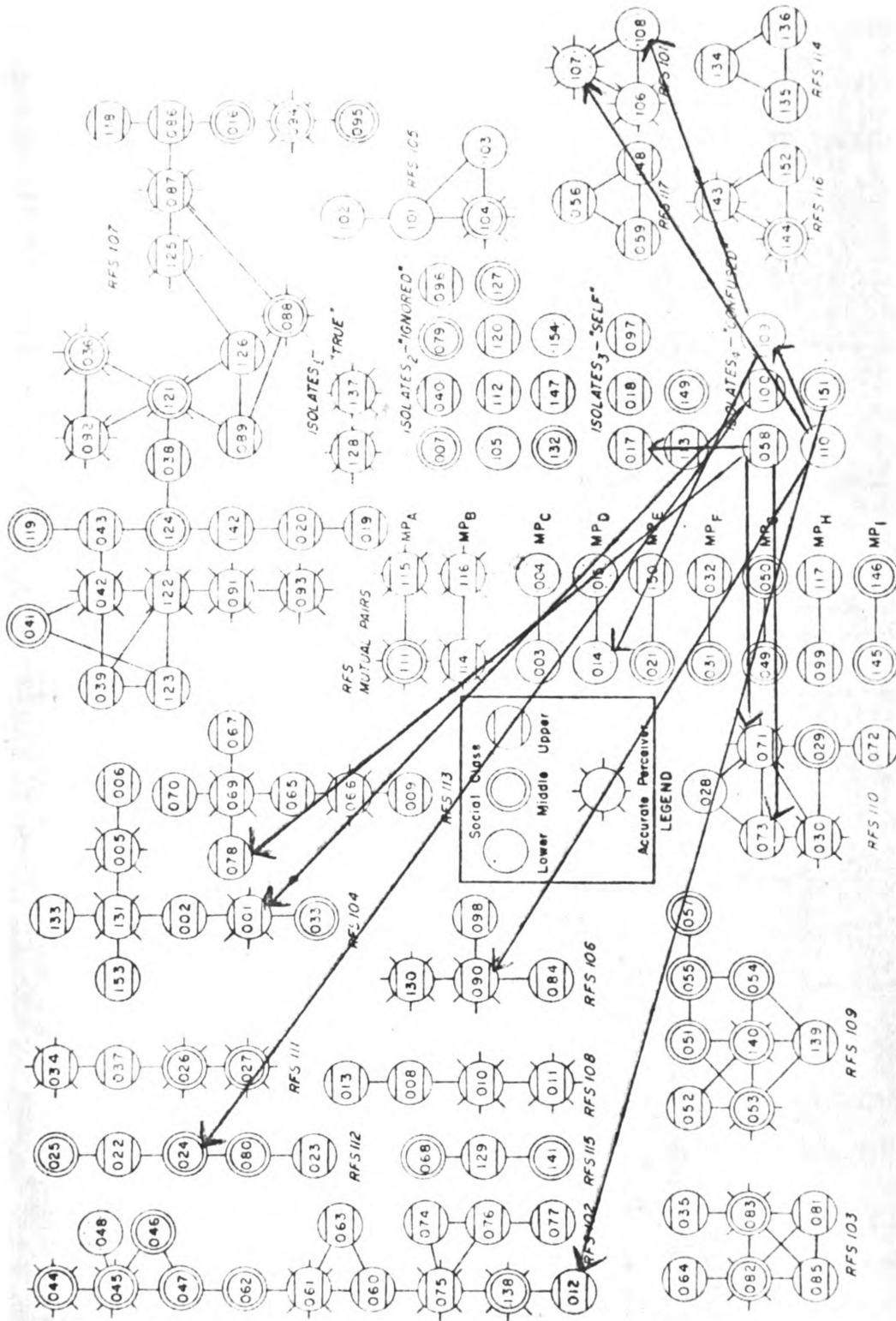


Figure 8. Reciprocal Friendships of the Ninth Grade Girls and Unreciprocated Friendship Choices Made by the Ninth Grade Isolates

not limit their friendship choices to only a few RFS's but made choices into over three-fourths of the RFS's. The isolates did not limit their friendship choices to only RFS members but also chose other isolates and MP members.

Table 6 depicts the orientation of ninth grade isolates to reference groups.

Table 6. Orientation of ninth grade isolates to reference groups

Indication of Choice into a RFS	<u>Group Membership</u>		Totals
	Considered Self Part of a Group	Considered Self Not Part of a Group	
Made a Choice	13	1	14
Did Not Make a Choice	2	3	5
Totals	15	4	19

The 13 isolates who made a choice into an RFS and considered themselves to be part of a group of girls in the ninth grade class were of the Type I orientation (recognized-positive) as defined on page 43. The one isolate who made a choice into an RFS, but did not consider herself to be part of a group of girls in the ninth grade class, was of the Type II orientation (unrecognized-positive). The two isolates who did not make a choice into an RFS, but considered themselves to be part of a class group of girls, were of the Type III orientation (recognized-negative). Finally, the three isolates who did not make a choice into

a RFS and did not consider themselves to be a part of a group of girls in the class were of the Type IV orientation (unrecognized-negative).

Although 14 ninth grade isolates made choices into RFS's, only one of the 14 did not consider herself to be part of a group of girls in the ninth grade class. Five isolates did not choose into groups, but two of the five did consider themselves to be part of a group of girls in the ninth grade class. Therefore, although all but one of the isolates who made a choice into an RFS also considered themselves part of a group of girls in their class, the opposite was not necessarily so. Isolates who did not choose into RFS's did not necessarily consider themselves not to be members of a group of girls in the ninth grade class.

Appearance and Discourse Scores

In discussing the appearance and discourse scores of ninth grade isolates, the scores of the isolates will be compared to those of the total RFS and MP classifications. Also the various RFS appearance and discourse scores will be discussed to determine if and how the RFS's differed in the general importance they give to appearance and discourse factors for social acceptance. The differences between the appearance and discourse scores of the various sociometric classifications will be given first.

Appearance and Discourse Scores of
Sociometric Classifications

In studying the appearance and discourse scores, the following basis for comparison was used:

General Social Acceptance Scores

<u>Score</u>	<u>Meaning</u>
21-16	predominant appearance emphasis
13-11	appearance=discourse emphasis
8-0	predominant discourse emphasis

Group Social Acceptance

<u>Scores</u>	<u>Meaning</u>
31-22	predominant appearance emphasis
18-14	appearance=discourse emphasis
9-0	predominant discourse emphasis

Self Satisfaction

<u>Scores</u>	<u>Meaning</u>
33-24	predominant positive emphasis
19-15	positive=negative emphasis
10-0	predominant negative emphasis

Table 7 depicts the three appearance and discourse scores for the ninth graders by isolate categories and sociometric classifications.

First, when comparing the general social acceptance scores of the various sociometric classifications, it was expected that perhaps there would be some similarity between the RFS and MP general social acceptance scores, as all individuals composing these classifications had at least one friendship tie with another individual. Because each of these individuals had achieved some degree of social acceptance there might be some understanding of the factors operative for general social acceptance in the school.

Table 7. Median ninth grade appearance and discourse scores by isolate categories and sociometric classifications

Sociometric Classification	<u>Median Ninth Grade Appearance and Discourse Scores</u>		
	General Social Acceptance Score	Group Social Acceptance Score	Self Satisfaction Score
I ₁ (True)	15.00	20.00	21
I ₂ (Ignored)	12.00	14.5	24.5
I ₃ (Self)	12.00	16	27
I ₄ (Confused)	13.00	10	27
Overall I	12.00	14.5	25.00
Overall MP	11.00	15.5	22.5
Overall RFS	12.00	16	25.00

Second it was not necessarily expected that there would be similarity between the general social acceptance scores for the isolate classification and other sociometric classifications or among the scores of the isolates in the various categories. The isolates had not achieved any degree of social acceptance as seen on the ninth grade sociogram.

The first part of the expectation was born out that the MP and RFS general social acceptance scores would be similar. The RFS and MP general social acceptance scores, both in the 11-13 range, showed that RFS and MP members gave equal importance to appearance and discourse factors for social acceptance in the school. The second part of

the expectation was born out in part. Contrary to expectations, the isolate score, along with the RFS and MP scores, showed that the isolates gave equal importance to appearance and discourse factors for social acceptance in the school. The similarity in scores would suggest that perhaps the factors important for general social acceptance in the school were apparent to all and not just understood by those who had achieved some degree of social acceptance in the school. As expected there was no similarity in scores among the categories of isolates. The scores of the "ignored," "self," and "confused" isolates showed equal importance of appearance and discourse factors for social acceptance in the school. However, the "true" isolates, who neither made nor received any friendship choices, considered clothing factors to be slightly more important than discourse factors. The "true" isolates had the least tie of any of the isolates to others in the class as they made and received no friendship choices. Isolates in the other three categories either made a friendship choice or received a friendship choice. Perhaps the "true" isolates had the least knowledge of the general social acceptance factors operative in the school. Although the general social acceptance scores for the "ignored," "self," and "confused" isolates were the same as those of the MP and RFS classifications, the range of the individual scores were also the same. The fact that the scores of fewer individuals

were used in deriving the median scores of the isolate categories than the median score of the RFS sociometric classification would suggest that there was less similarity in scores among isolates than among RFS members, even though the median scores were the same for the RFS classification and three isolate categories. This finding concerning the similarity of the ranges of individual scores used in computing the RFS and three isolate category median scores was in line with the expectation that there would be little similarity among the general social acceptance opinions of isolates in the various isolate categories.

When comparing the group social acceptance scores and self satisfaction scores of the various sociometric classification and isolate categories it was not necessarily expected that there would be similarity between MP, RFS and isolate group acceptance scores or self satisfaction scores. This expectation for little similarity was in contrast to the general social acceptance scores where similarity between scores was expected for the MP and RFS classifications but not necessarily between the isolate classification and other sociometric classifications. The opinions elicited for the group social acceptance scores were opinions concerning only one's own group. Therefore, it was not expected that individual RFS scores would be similar. The opinions elicited for the self satisfaction scores were only about oneself. Therefore, again it was

not expected that the self satisfaction scores would be the same for the RFS, MP and isolate classifications.

However, from the findings it is seen that, like the general social acceptance scores, the median group social acceptance scores for the isolate classification, MP classification and RFS classification were in the same 14 to 18 point range, again giving approximately equal importance to appearance and discourse factors for group acceptance. Among the isolate categories, "true" isolates had the highest median group score of 20, indicating a slightly greater importance to appearance over discourse factors for group acceptance. The "confused" isolates had the lowest median group score of 10 indicating a greater discourse than appearance emphasis, as important for group acceptance. From these findings it could be suggested that the general opinions about factors important for group acceptance were similar among RFS members and non-RFS members.

Among the isolate categories again "true" isolates did not have similar scores to the scores of the other isolate categories or RFS and MP members. As mentioned earlier the "true" isolates were the farthest from group acceptance of any category of isolates. "True" isolates did not make or receive any friendship choices. Again the group score of the "true" isolates, farthest from any tie with other class members, was far from the group social acceptance scores of RFS and MP members. The group social acceptance

scores of isolates who made and received friendship choices, none of which matched ("confused" isolates), also had opinions different from RFS members. Perhaps their differing opinions could have been one factor in the lack of matching in their made and received friendship choices. The "confused" isolates felt that discourse factors were more important in group acceptance while RFS members felt that discourse and appearance factors were of equal importance for group acceptance.

In summarizing the discussion of the group social acceptance scores it would seem that the expectation was not born out that there would be no similarity among the group social acceptance scores of RFS, MP and isolate classifications. Instead there was similarity among the group scores of the group and non-group members with the scores indicating that appearance and discourse factors were of equal importance in group social acceptance. However, within the categories of isolates the scores were not similar with two of the scores for isolates categories showing greater importance of appearance than discourse factors for group social acceptance.

The expectation for no similarity among MP, RFS and isolate self satisfaction scores also was not borne out entirely. The median self satisfaction scores for the overall isolate classification, and RFS classification fell within the 24-33 point range, indicating predominantly

positive self opinions. In contrast, the MP classification median self satisfaction score fell within the 19-24 point range indicating a greater, but not predominant, positive over negative self opinion. As with the general and group social acceptance scores the self satisfaction scores of the four isolate categories varied. The "confused" isolates had the highest score of 27, indicating predominantly positive self opinions. The "self" and "ignored" isolates followed with scores still indicating predominant positive rather than negative self opinions. However, the "true" isolate score of 21 fell in the 20-32 range, indicating slightly greater positive than negative self opinion, rather than predominantly greater positive than negative self opinions.

Appearance and Discourse Scores of RFS's

Since the appearance and discourse scores of the isolates were to be compared to the appearance and discourse scores of chosen RFS's it was of interest to determine if and how the various RFS appearance and discourse scores differed. If the scores of the various RFS's did not differ it would have been of little significance to study the relationship between the similarity of an isolate's appearance and discourse scores to the scores of her chosen RFS and entrance into a chosen RFS. If the RFS appearance and discourse scores were similar, the fact that an isolate's scores were similar to those of her chosen RFS would also

mean that her scores were similar to the scores of every other unchosen RFS. Consequently the acceptance or rejection of Hypothesis II would have little meaning if the appearance and discourse scores of all the RFS's were the same.²

Table 8 depicts the three appearance and discourse scores of all ninth grade RFS's.

Table 8. Median appearance and discourse scores of ninth grade reciprocal friendship structures

Ninth Grade RFS's	<u>Median Appearance and Discourse Scores</u>		
	Median General Social Acceptance Score	Median Group Social Acceptance Score	Median Self Satisfaction Score
107*	12	17	26
102*	13	18	25
109*	10.5	18	26
113*	9	16	26
104*	13	15	23.5
108*	13	14.5	23
111*	12.5	20	26
112	12	13	23
105*	9.5	14	22
110	9	11.5	25
103	10	17.5	25
106	11	17.5	24
115	11	19	21
116	10	15	24
117*	8	13	26
101*	10	13	23
114	15	16	31

*RFS's into which isolates chose or became members.

²Hypothesis II: Isolates who are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire.

It was expected that there would be less difference among the RFS's general social acceptance scores than the RFS's group social acceptance scores. With the questions for the group scores the individuals were giving opinions about their own groups and these opinions could be expected to differ. With the questions for the general social acceptance scores the individuals were giving opinions about general acceptance in the school and the opinions could be expected to be more similar. Although the RFS's did differ in their general and group social acceptance opinions there was a slightly larger point range among the RFS group social acceptance scores. With the general social acceptance scores, eight of the RFS's indicated that appearance and discourse factors were of equal importance for social acceptance in the school. Another eight RFS's indicated that discourse factors were of more importance than appearance factors for social acceptance in the school. The remaining RFS's indicated that appearance factors were of more importance than discourse factors for social acceptance in the school.

With the group social acceptance scores, 11 of the RFS's indicated that appearance factors and discourse factors were of equal importance for group acceptance in their RFS's. The remaining six RFS's indicated that discourse factors were more important than appearance factors for social acceptance in their RFS's.

When comparing the RFS general and group social acceptance scores for each RFS, the RFS's were not necessarily consistent in giving similar importance to appearance and discourse factors for social acceptance in the school and in their particular RFS's. Five RFS's considered appearance and discourse factors to be of equal importance for social acceptance in the school and in their own groups. Three RFS's considered discourse factors to be more important than appearance factors for social acceptance in the school and their own groups. The remaining nine RFS's did not consider social acceptance factors to be of the same importance for acceptance in the school and in their own RFS's. Of these nine RFS's, five considered discourse factors to be more important than appearance factors for general social acceptance in the school but considered appearance factors and discourse factors to be of equal importance for social acceptance in the groups. Two of the nine RFS's considered discourse factors and appearance factors to be of equal importance for general social acceptance in the school but considered appearance factors to be of more importance than discourse factors for social acceptance in the groups. One RFS considered discourse factors and appearance factors to be of equal importance for general social acceptance in the school but considered discourse factors to be more important than appearance factors for social acceptance in the group. The

remaining RFS considered appearance factors to be more important than discourse factors for general social acceptance in the school but considered appearance factors and discourse factors to be of equal importance for social acceptance in the group.

Although there was the largest point range among the RFS's self satisfaction scores of the three appearance and discourse scores, all of the RFS's self satisfaction scores indicated that the members had more positive than negative self opinions. Eleven of the 17 RFS's had scores which showed that the members had predominantly positive self opinions.

In summarizing the comparison among the appearance and discourse scores of the various RFS's it was seen that the appearance and discourse scores of the RFS's did differ. It would seem that the comparison of an isolate's self satisfaction score to the median self satisfaction score of a chosen RFS would not be of as much importance as the comparison of an isolate's general and group social acceptance scores to the general and social acceptance scores of a chosen RFS. All of the RFS self satisfaction scores showed that the members of the RFS's had positive self opinions, while the general and group social acceptance scores of the RFS's showed that the RFS's had differing opinions about factors important for general and group social acceptance. If an isolate agreed with the general or group social

acceptance score of a RFS she would not at the same time be in agreement with the general or group social acceptance scores of all other RFS's. If an isolate agreed with the self satisfaction score of a RFS she would at the same time be in agreement with the self satisfaction scores of other RFS's since all of the RFS self satisfaction scores showed positive self opinions among members of the RFS's.

Content Patterns of Opinions

Content patterns of opinions for RFS's and sociometric classifications consisted of the content of the answers to those interview schedule questions on which there was at least 50 per cent agreement among members of the RFS or sociometric classification. Corresponding to the three appearance and discourse scores there were three content patterns of opinions for each RFS and sociometric classification: a general social acceptance pattern, a group social acceptance pattern, and a self satisfaction pattern.

As when discussing the appearance and discourse scores, the content patterns of the isolates were compared with the content patterns of the RFS and MP classifications to determine if the opinions of group members were different than the opinions of non-group members. The comparison of RFS patterns with each other and with the class patterns to determine if and how the patterns differed will be included in the following chapter.

With the general social acceptance patterns there

was similarity among the isolate, RFS and MP patterns in agreement that:

1. Only discourse factors were important for a new girl to get in with the popular girls at the school.
2. Clothing of the popular girls in the ninth grade differed from clothing of the other girls.
3. Clothing influenced a girl's popularity at the high school.

Questions two and three were direct questions in which the girls were asked the influence of clothing on social acceptance. Question one was an indirect question, as the girls were asked to name factors important for social acceptance in the school.

The similarity of agreements on these three questions seemed to be somewhat contradictory. From the patterns it was seen that although clothing factors influenced a girl's popularity at the school, only discourse factors were important for acceptance of a new girl by the popular girls. Thus in summary it seemed that when the girls were directly asked if clothing influences popularity in the school they agreed in the affirmative. However, when they were asked to name popularity factors they either gave discourse factors as important for social acceptance in the school or could not agree on important factors. Also in summary it could be said that group members and isolates had similar general social acceptance opinions.

With the group social acceptance patterns there

was similarity among the isolate, RFS and MP patterns in agreement that:

1. Only discourse factors were used in choosing a friend.
2. Others do not judge you by the way your best friend dresses.
3. A new girl to the school who wore plaid skirts and flowered blouses was not considered well dressed.
4. The new girl who wore plaid skirts and flowered blouses would be invited into their groups.
5. Neat hair was more important than expensive clothes.
6. The girl with expensive clothes but messy hair would be invited to run around with their groups.

Although it was not expected that there would necessarily be similarity among group and non-group members when answering group social acceptance questions the case was not shown to be true. RFS members and isolates had similarity in their answers to the questions concerning group social acceptance. A possible reason for the similarity in answers among RFS members and isolates to questions concerning group social acceptance was that many of the questions might have been the type to which an individual gives the "expected" answer rather than her own opinion.

In summarizing the similarity in agreement between RFS members and isolates the RFS members and isolates agreed that only discourse factors were important in choosing a friend and were consistent in indicating that although they might not consider a girl well dressed they would still

invite her to run around with their groups. When comparing the agreement composing the RFS and isolates' general and group social acceptance patterns contradiction was found in answers. Although clothing was said to influence popularity in the school it was also agreed by RFS members and isolates that within their groups discourse factors were of more importance than appearance factors when choosing a friend.

When comparing the RFS, MP and isolate self satisfaction patterns it was not necessarily expected that there would be similarity in the agreement when answering questions, as all individuals were answering the questions only in relation to themselves. However, there was similarity in the agreements of the RFS, MP and isolate patterns on six of the nine self opinion questions. There was similarity in agreement that:

1. There was something about themselves they would like to change.
2. Some clothes gave more self-confidence than others.
3. There was usually satisfaction with their general appearance.
4. There was usually satisfaction with their hair.
5. There was usually satisfaction with their complexion.
6. Others sometimes complimented them on the way they dressed for school.

There was consistency in agreement that the self opinions were positive even though there was agreement that

there was something about themselves they wanted to change. Five of the nine questions about oneself concerned clothing and oneself. However, on only two of the five questions could the RFS and non-RFS members agree when answering. Thus there was more agreement when answering questions about oneself that did not concern clothing than when answering questions about oneself that did concern clothing. Perhaps the fact that there was more agreement when giving non-clothing self opinions could relate to the general and group social acceptance patterns where there was agreement that discourse factors were of main importance for social acceptance. Perhaps opinions about oneself and clothing could be more diversified and personal without the diversification of self clothing opinions affecting social acceptance.

CHAPTER IV

CONTENT PATTERNS OF OPINIONS OF RECIPROCAL FRIENDSHIP STRUCTURES AND THE NINTH GRADE CLASS

It was important for three reasons to investigate the content patterns of opinions of RFS's prior to investigating the variables for entrance into RFS's by isolates. First, as with the RFS appearance and discourse scores, it was important to determine if and how the RFS content patterns of opinions differed from each other. If the patterns of all RFS's were similar, the fact that an isolate agreed with the pattern of her chosen RFS would not be significant as the isolate would at the same time agree with all other RFS's. Therefore the acceptance or rejection of Hypothesis II would have little meaning.¹ Second, besides determining if and how the RFS content patterns differed, it was also of interest to determine if ninth grade class patterns existed and whether the three class patterns differed from the majority of the RFS patterns. If class patterns existed, the isolates as well as group members would have contributed to the patterns. If the class

¹Hypothesis II: Isolates who are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire.

patterns were the same as the RFS patterns, then it would be expected that an isolate could more easily learn the opinions of a chosen RFS since her opinions were part of the class pattern which was similar to the RFS patterns. Third, it was important to find the content of the RFS patterns at this point so that in the following chapter when it was said that an isolate's opinions were in agreement with the content patterns of her chosen RFS the substance of the patterns with which she agreed would be known.

The guiding hypothesis for the investigation in this chapter was Hypothesis I: Patterns of clothing and appearance opinions distinctive to reciprocal friendship structures within the entire ninth grade class of girls would differ from each other and from the overall class patterns of clothing and appearance opinions.

Two sections will be included in comparing RFS content patterns and the ninth grade class content patterns. First, the RFS patterns were compared to the class patterns to determine if and how the individual RFS patterns differed from the class content patterns. Second, the opinions of those isolates who became members of their chosen RFS's and the opinions of those isolates who did not become members of their chosen RFS's were compared with the class patterns to determine if there were differences between the two isolate groupings in their agreement with the class content patterns.

Comparison of RFS and Class Content Patterns

General Social Acceptance Content Patterns

Among the ninth grade class members there was at least 50 per cent agreement when answering three of the five interview schedule questions concerning general social acceptance. The class agreed that:

1. Only discourse factors were important for a new girl to get in with the popular girls at the school.
2. Clothing of the popular girls in the ninth grade differed from clothing of the other girls.
3. Clothing influenced a girl's popularity at the high school.

These three opinions were considered the dominant opinions of the class and composed the general social acceptance content pattern of the class. From the pattern it could be summarized that class members could agree when asked direct questions about clothing factors as related to popularity. They agreed that clothing influenced a girl's popularity at the high school and that clothing of the popular girls differed from that of other class members. However, when the class members were asked to name popularity factors they either gave discourse factors as important for social acceptance in the school or could not agree when naming important factors for general social acceptance in the school.

In comparing the RFS general social acceptance content patterns with the class pattern, only four of the 17

RFS patterns were the same as the class pattern. Among the 13 remaining RFS's there were 12 different general social acceptance content patterns. The content of all RFS patterns is included in Table 9.

Four of the 13 RFS's which were not in complete agreement with the class pattern had content patterns in which there was agreement on the same answers for the three questions making up the class pattern as well as a 50 per cent or more agreement among members when answering additional questions. As with the class pattern the four RFS's agreed, when asked the direct question, that clothing influenced a girl's popularity at the school. However, unlike the class, when asked to name popularity factors, the RFS's could agree on factors important for social acceptance in various situations in the school. Two of the RFS's were consistent in naming discourse factors as important for various social acceptance situations. Another RFS, while agreeing that only discourse factors were important for a new girl to get in with the popular girls, agreed that appearance factors, more than discourse factors, would be used in judging a new girl and were characteristic of the most popular girl in the ninth grade. In summary, although these four RFS's could agree when answering the indirect questions of naming factors important for social acceptance in various situations, they were not necessarily consistent in always naming the same factors as important for social

Table 9. Reciprocal friendship structure general social acceptance content patterns *

General Social Acceptance Opinions	107	113	115	116	111	106	101	RFS	104	105	108	103	114	112	117
Only discourse factors are important for a new girl to get in with the popular girls at the school	x	x	x	x	x	x	x	x	x	x					
Clothing of the popular girls in the ninth grade differs from the clothing of the other girls	x	x	x	x	x	x	x	x			x				
Clothing influences a girl's popularity at the high school	x	x	x	x	x	x	x	x	x	x	x	x	x		
A new girl would be judged on discourse factors more than appearance factors															
A new girl would be judged on appearance factors more than discourse factors															
A new girl would be judged on appearance factors and discourse factors equally															
More discourse factors than appearance factors are characteristic of the most popular girl in the ninth grade															
More appearance factors than discourse factors are characteristic of the most popular girl in the ninth grade															
Appearance factors and discourse factors are equally characteristic of the most popular girl in the ninth grade															
Only discourse factors are characteristic of the most popular girl in the ninth grade															
Clothing of the popular girls in the ninth grade does not differ from the clothing of the other girls															
Clothing does not influence a girl's popularity at the high school															
Appearance factors and discourse factors would be equally important for a new girl to get in with the popular girls															
Appearance factors more than discourse factors would be important for a new girl to get in with the popular girls															

*Those opinions above the double line compose the class general social acceptance pattern. An "X" indicates 50% or greater agreement among RFS members on the answer.

acceptance. In all cases, however, they agreed on the direct question that clothing influenced a girl's popularity at the high school.

Another seven RFS's agreed with the answers for two of the questions making up the class pattern, but did not agree on the same answer for the third opinion making up the class pattern. Of these seven RFS's all agreed that clothing influenced a girl's popularity at the high school. However, in two of the eight RFS's one-half of the RFS members also agreed that clothing did not influence a girl's popularity at the school. Like the four previously discussed RFS's, and unlike the class pattern, the seven RFS's in general could agree, when asked indirect questions, on factors important for social acceptance in various situations. The seven RFS's, again like the previous four RFS's, were not consistent in always naming only appearance factors or discourse factors as important for social acceptance. For instance, three RFS's, while agreeing that only discourse factors were important for a new girl to get in with the popular girls, also agreed that a new girl would be judged equally on appearance and discourse factors.

Finally, the remaining two RFS's were in agreement with the class content pattern on only one of the three opinions making up the class pattern. In these three groups, there was agreement among the RFS members on a different answer for the two remaining questions in the class pattern

and/or agreement on answers for additional questions. Only one of the two RFS's agreed that clothing influenced a girl's popularity at the high school. As with the other RFS's, when answering the indirect questions of naming factors important for social acceptance in various situations, the RFS's were not consistent in naming only appearance factors or only discourse factors as important for social acceptance.

In summarizing the comparison of the RFS and class general social acceptance content patterns, there was a definite class general social acceptance content pattern and RFS general social acceptance content patterns with the majority of the RFS content patterns differing from the class content pattern and from each other. Fifteen of the RFS's patterns were the same as the class content pattern on two of the three questions of the class pattern. The class agreed, when asked the direct questions, that clothing influences a girl's popularity at the school, but could only name discourse factors or could not agree, when asked through indirect questions, to name factors important for social acceptance in various situations. Like the class, the majority of the RFS's agreed that clothing influenced a girl's popularity. Unlike the class pattern, the RFS's could agree, when asked through indirect questions, on factors important for social acceptance in various situations. The RFS's were not, however, always consistent in naming only appearance factors or discourse factors as important

for social acceptance in the various situations.

Group Social Acceptance Content Patterns

Of the eight questions concerning group social acceptance, there was a 50 per cent or more agreement among the class members when answering all eight questions. Therefore, the answers to the eight questions composed the class group social acceptance content pattern. The class agreed that:

1. Only discourse factors are used in choosing a friend.
2. Others do not judge you by the way your best friend dresses.
3. A new girl who is neat but wears plaid skirts and flowered blouses would not be considered well dressed.
4. The new girl, who wears plaid skirts and flowered blouses, would be invited into their groups.
5. It was important for Michelle, a new girl, to have bobby socks like the other girls.
6. Neat hair was more important than expensive clothes.
7. Lynn, who has expensive clothes but messy hair, would be desired as a girl friend.
8. Lynn, who has expensive clothes but messy hair, would be invited to run around with their groups.

In summarizing the pattern, the class agreed that only discourse factors were important in choosing a friend and were consistent in showing the importance of discourse factors by indicating that although the class might not consider a girl's appearance to be appropriate they would

still invite her to run around with their groups. The content of the opinions of all RFS group social acceptance patterns is included in Table 10.

In comparing the RFS group social acceptance content patterns with the class group social acceptance content pattern, only three of the RFS patterns were found to be the same as the class pattern. Of the 14 remaining RFS's, there were 13 different group social acceptance content patterns. Of these 14 RFS's, two of the RFS's agreed with the answers for all of the questions in the class pattern, two of the RFS's agreed with the answers on seven of the eight questions in the class pattern, eight of the RFS's agreed with the answers on six of the eight questions in the class pattern, and two of the RFS's agreed with the answers for five of the eight questions in the class pattern.

Since the differences between the RFS patterns and class pattern of the 14 RFS's, that did not agree with the class pattern, were similar, they will all be discussed together. First, the majority of the RFS's that did not agree with the class pattern agreed that it was not important for Michelle, a new girl, to have bobby socks like the other girls. The remainder of the differences between the RFS patterns and class pattern were opinions of uncertainty as to whether one of the two girls with irregularities in appearance would be accepted as a girl friend or as a member of their group.

Table 10. Reciprocal friendship structure group social acceptance content patterns *

Group Social Acceptance Opinions	RFS															
	107	106	117	111	105	110	103	102	113	104	108	112	114	115	101	109
Only discourse factors are used in choosing a friend	x	x	x	x	x	x	x			x	x	x	x			x
Others do not judge you by the way your best friend dresses	x	x	x	x	x	x	x	x	x	x		x	x		x	x
A new girl who is neat but wears plaid skirts and flowered blouses would not be considered well dressed	x	x	x	x	x	x										
The new girl, who wears plaid skirts and flowered blouses, would be invited into their group	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x
It is important for Michelle, a new girl, to have bobby socks like the other girls	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Neat hair is more important than expensive clothes	x	x	x	x	x	x	x	x	x							
Lynn, who has expensive clothes but messy hair, would be desired as a girl friend	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Lynn, who has expensive clothes but messy hair, would be invited to run around with their group	x	x	x	x	x	x	x	x	x		x					
Others judge you by the way your best friend dresses				x	x		x				x					x
Uncertain whether the new girl who wears plaid skirts and flowered blouses would be invited into their group							x				x					x
The new girl who wears plaid skirts and flowered blouses would not be invited into their group				x												
It is not important for Michelle, a new girl, to have bobby socks like the other girls					x	x				x	x	x	x	x	x	x
Uncertain whether Lynn, who has expensive clothes but messy hair, would be desired as a girl friend							x									x
Lynn, who has expensive clothes but messy hair, would not be invited to run around with their group										x						

*Those opinions above the double line compose the class group social acceptance pattern.

An "X" indicates 50% or greater agreement among RFS members on the answer.

In summarizing the comparison of the class group social acceptance opinions and RFS group social acceptance opinions, both class and RFS group social acceptance content patterns existed with the majority of the RFS patterns differing from the class pattern and from each other. Fifteen of the RFS content patterns were the same as the class content pattern on six of the eight questions. Differences between the RFS and class patterns were that the majority of the RFS's unlike the class, agreed that it was not important for Michelle, a new girl, to wear bobby socks like the other girls and expressed uncertainty whether one of the girls with an appearance irregularity would be accepted in the RFS. The class was consistent in emphasizing the importance of discourse factors in their pattern by agreeing that the girls with appearance irregularities would be accepted in their RFS's.

Self Satisfaction Content Patterns

Among the class members, there was 50 per cent or more agreement when answering six of the nine interview schedule questions concerning oneself. These six questions composed the class self satisfaction content pattern. The class agreed that:

1. There was something about themselves they would like to change.
2. Some clothes gave more self-confidence than others.
3. They were usually satisfied with their general appearance.

4. They were usually satisfied with their hair.
5. They were usually satisfied with their complexions.
6. Others sometimes complimented them on the way they dressed for school.

In summarizing the class pattern the opinions were consistently positive even though the class members agreed that there was something about themselves they would like to change. Two of the positive opinions were about clothing and oneself while three of the positive opinions were about non-clothing appearance factors and oneself.

None of the RFS's had self satisfaction content patterns which were the same as the class self satisfaction content pattern, and each of the 17 RFS's had a self satisfaction content pattern different from every other RFS. The opinions in all the RFS self satisfaction content patterns are included in Table 11.

Eight RFS's agreed with all the answers in the class pattern, but also had agreements on answers for additional questions. The majority of these additional agreements were positive opinions about seldom or never feeling ill at ease or being embarrassed at school because of clothing the individuals wore.

Six RFS's agreed with the class pattern for five of the six questions. As with the previous eight RFS's the additional agreements were positive opinions about seldom or never feeling ill at ease or being embarrassed

Table 11. Reciprocal friendship structure self satisfaction content patterns *

Self Opinions	RFS													
	102	104	111	110	106	115	116	117	107	109	113	108	112	103
There is something about myself I would like to change	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Some clothes give more self-confidence than others	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I am usually satisfied with my general appearance	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I am usually satisfied with my hair	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I am usually satisfied with my complexion	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Others sometimes compliment me on the way I dress for school	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I seldom feel ill at ease at school because of my clothing	X	X	X	X	X	X	X	X	X	X	X	X	X	X
I never feel ill at ease at school because of my clothing														
I sometimes feel ill at ease at school because of my clothing														
I am usually not satisfied with my complexion														
I am usually not satisfied with my hair														
There is nothing about myself that I would like to change														
I have never felt embarrassed about the clothes I wear to school														
I have seldom felt embarrassed about the clothes I wear to school														
I have sometimes felt embarrassed about the clothes I wear to school														
I seldom enjoy wearing clothes if my friends don't like them														
I never enjoy wearing clothes if my friends don't like them														
I sometimes enjoy wearing clothes if my friends don't like them														
I almost always enjoy wearing clothes if my friends don't like them														
Others often compliment me on the way I dress for school														
Some clothes do not give more self-confidence than others														

*Opinions above the double line compose the class self satisfaction content pattern.

An "X" indicates 50% or greater agreement among RFS members on the answer.

at school because of their clothing. Four of the six RFS's also indicated that others often complimented them on the way they dressed for school. In contrast the class had only agreed that others sometimes complimented them on the way they dressed for school.

Of the three remaining RFS's, one was in agreement with four of the six opinions in the class self satisfaction pattern, and two RFS's were in agreement with three of the six opinions in the class self satisfaction pattern. Unlike all but one other RFS's discussed, these three RFS's agreed that there was nothing about themselves they would like to change. Two of the three RFS's also had additional positive opinions about never feeling embarrassed about the clothes the individuals wore to school. RFS 101 was an interesting case as it seemed to present some contradiction in its agreements. Although the members agreed that there was nothing about themselves they wanted to change and that others often complimented them on the way they dressed for school, the members of the RFS also agreed that they sometimes felt ill at ease or embarrassed about the clothes they wore to school.

In summarizing the comparison of the class and RFS self satisfaction content patterns of opinions, definite class and RFS patterns of opinions existed. The class agreed that although there was something about themselves they wanted to change the rest of the self opinions were

positive. Among the RFS's each had a self satisfaction content pattern of opinions which differed from every other RFS and the class pattern. However, the majority of the RFS patterns were in agreement with at least five of the six opinions in the class pattern. The majority of the RFS's also differed from the class pattern by agreeing on positive self opinions in addition to those in the class pattern. Although the RFS self satisfaction patterns did differ from each other on particular agreements, all RFS's had positive self opinions. Therefore, when an isolate's opinions were the same as the self satisfaction content pattern of a particular RFS her opinions would be at the same time in agreement with other RFS's.

Findings from the comparison of the three RFS content patterns to the three RFS content patterns of every other RFS and to the three class content patterns of opinions would lead to the suggestion that Hypothesis I would be accepted: Patterns of clothing and appearance opinions distinctive to reciprocal friendship structures within the entire ninth grade class of girls differed from each other and from the overall class patterns of clothing and appearance opinions.

In relating the findings from this section of the chapter to findings from earlier mentioned writers, Hurlock stated that adolescents desired membership in small, select

friendship groups.² The findings from this study would show that adolescents were members of small friendship groups and that the friendship groups had content patterns of opinions which differed from the content patterns of opinions of other friendship groups and the class content patterns of opinions. Houser related that when isolates desired membership in their reference groups they tended to express the opinions of the desired group prior to interacting with the desired group.³ If this were true for this study then isolates who desired membership in particular RFS's would express opinions different from opinions of isolates who desired membership in other RFS's. Since the opinions of all RFS's in their self satisfaction patterns were positive the fact that an isolate agreed with the content pattern of her chosen RFS would mean that she would agree with other RFS's since all RFS's had positive self opinions. However, the agreement by an isolate with general or group social acceptance content patterns of her chosen RFS would not mean that she also agreed with the opinions of every other RFS. With the RFS general social acceptance content patterns the RFS's differed in agreement on factors they felt were important for social acceptance. With the RFS group social acceptance patterns the RFS's differed in agreement

²Supra, p. 1.

³Supra, p. 10.

as to whether they would want one of the inappropriately dressed girls as a member of their groups.

Coleman related that adolescents felt that clothing and appearance factors were important for social acceptance.⁴ In this study, the majority of the RFS's also felt that clothing influenced a girl's popularity at the high school. However, they were not always consistent in naming only appearance or discourse factors as important for social acceptance in various situations in the school.

Class Content Patterns and RFS Entrance by Isolates

In discussing the relation of the class content patterns to the differences between the opinions of those isolates who became members of chosen RFS's and the opinions of those isolates who did not become members of chosen RFS's, reference will be made to Tables 12 and 13. An isolate was said to be in agreement with the class pattern when her answers corresponded to the answers for at least 75 per cent of the questions making up the class content pattern. Two tables are included for the following reasons. First, it was of interest to compare the opinions of those isolates who became members of their chosen RFS's to the opinions of those isolates who did not become members of their chosen RFS's. Also it was of interest to investigate

⁴Supra, p. 16.

Table 12. Comparison of relation of isolates' general and group social acceptance and self satisfaction opinions to the class content patterns and reciprocal friendship structure entrance by isolates

Relation of Isolates' Opinions to Class Content Patterns	<u>Reciprocal Friendship Structure Entrance</u>							
	General Social		Group Social		General Social		Group Social	
	<u>Acceptance Pattern</u>		<u>Acceptance Pattern</u>		<u>Acceptance Pattern</u>		<u>Acceptance Pattern</u>	
	Became Member of Chosen RFS	Did Not Become Member of Chosen RFS	Became Member of Chosen RFS	Did Not Become Member of Chosen RFS	Became Member of Chosen RFS	Did Not Become Member of Chosen RFS	Became Member of Chosen RFS	Did Not Become Member of Chosen RFS
	No.	No.	No.	No.	No.	No.	No.	No.
Per Cent Agreement								
100	3	4	1				1	
75-99			2		4		1	2
50-74	3	1	4		3		5	4
25-49	1	2						1
1-24								
0								
Totals	7	7	7	7	7	7	7	7

Table 13. Comparison of relation of isolates' general and group social acceptance and self satisfaction opinions to the class content patterns and non-chosen reciprocal friendship structure entrance by isolates

Relation of Isolates' Opinions to Class Content Patterns	Non-Chosen Reciprocal Friendship Structure Entrance					
	General Social Acceptance Pattern		Group Social Acceptance Pattern		Self Satisfaction Pattern	
	Chose into a RFS, Became Member of Non-Chosen RFS	Did Not Choose into a RFS, Became Member of Non-Chosen RFS	Chose into a RFS, Became Member of Non-Chosen RFS	Did Not Choose into a RFS, Became Member of Non-Chosen RFS	Chose into a RFS, Became Member of Non-Chosen RFS	Did Not Choose into a RFS, Became Member of Non-Chosen RFS
	No.	No.	No.	No.	No.	No.
Per Cent Agreement						
100	2	1				1
75-99			3	1	1	2
50-74	1	2	1	2	3	
25-49	1					
1-24						
0						
Totals	4	3	4	3	4	3

those isolates who became members of non-chosen RFS's by comparing the opinions of those isolates who chose into RFS's and became members of a non-chosen RFS with the opinions of those isolates who made no friendship choices but became members of non-chosen RFS's.

Since the opinions of all isolates were included in the class pattern there was no reason to believe that isolates who became members of a chosen RFS would be more likely to agree with the class patterns than those isolates who did not become members of chosen RFS's. Since the opinions of the 19 isolates were only a small proportion of the opinions of the total of the 153 class members their opinions were not a large enough proportion of the opinions of the class members to influence the direction of the opinions. Therefore, there was also no reason to expect that isolates either would or would not be in agreement with the class patterns of opinions.

In summarizing the comparison of isolates' opinions to the class content patterns of opinions, it was found that both isolates who became members of their chosen RFS's and isolates who did not become members of their chosen RFS's and also isolates who became members of non-chosen RFS's were as likely to agree as to not agree with the class general and group social acceptance patterns. However, both isolates who became members of their chosen RFS's and those who did not become members of their chosen RFS's were

more likely to not agree with the class self satisfaction pattern than to agree with the pattern. The isolates who became members of non-chosen RFS's were more likely to agree with the class self satisfaction pattern than to not agree with it.

In relating these findings to the findings of earlier mentioned writers, Houser told that isolates who desired membership in particular reference groups tended to express the opinions of their chosen reference groups prior to interacting with the chosen reference group.⁵ It was of interest in this study to determine if the isolates who became members of chosen RFS's expressed also the opinions of the class prior to interacting with their chosen RFS. It was shown that approximately the same number of isolates who became members of their chosen RFS's agreed with the general and group social acceptance content patterns as did not agree with the patterns. More isolates who became members of chosen RFS's were not in agreement with the class self satisfaction pattern than were in agreement with the class self satisfaction pattern. Therefore, agreement or non-agreement with the class patterns was not a variable separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's.

⁵Supra, p. 10.

CHAPTER V

RELATIONSHIP OF ISOLATES TO REFERENCE GROUPS

The discussion of the relationship of isolates to reference group entrance will include analysis of five variables for reference group entrance. The five variables are (1) cohesion of the RFS into which the isolate chose, (2) opinion diversity score of the RFS into which the isolate chose, (3) reference group orientation of the isolate, (4) appearance and discourse scores of the isolate as compared to the median scores of the RFS into which she chose, and (5) the content of the isolates' opinions as compared to the content patterns of the RFS into which she chose. When discussing the isolates, those isolates who became members of the RFS into which they chose were compared as a group to those isolates who did not become members of the RFS into which they chose. Also those isolates who did not become members of chosen RFS's, but did become members of non-chosen RFS's, were further investigated. The isolates who chose into a RFS and became a member of a non-chosen RFS were compared as a group with those isolates who did not choose into a RFS but became members of non-chosen RFS's. When appropriate, the findings will be discussed in relation to the guiding hypotheses.

Four of the 14 isolates who made choices into RFS's made friendship choices into two RFS's. Two of these four isolates became members of one of the two RFS's into which they chose. These two isolates were studied in all sections of the chapter in relation to the RFS's into which they chose and became members. The remaining two isolates did not become members of either RFS into which they chose. These two isolates were studied in all sections of the chapter in relation to the RFS's into which they directed their first choice for friendship.

RFS Cohesion and Reference Group Entrance

Table 14 relates the cohesion and opinion diversity scores of the ninth grade RFS's. The cohesion and opinion diversity scores were included together in this section in order to show the relationship between the RFS cohesion scores and RFS opinion diversity scores. As cited earlier the cohesion score of an RFS was the percentage of friendship choice among RFS members as compared to the potential friendship choices among RFS members. The opinion diversity score referred to percentage of different answers given by the RFS as compared to the total number of different answers which all class members gave when answering interview schedule questions.

The four RFS's which had the highest cohesion scores of 100 (perfect cohesion) had the lowest opinion diversity scores with their opinions covering slightly over one-third

Table 14. Cohesion and opinion diversity scores of ninth grade reciprocal friendship structures

Reciprocal Friendship Structures	RFS Size	RFS Cohesion Score	RFS Opinion Diversity Score
RFS 101	3	100	37
114	3	100	34
116	3	100	39
117	3	100	37
105	4	83	42
110	6	66	49
115	3	66	44
108	4	66	39
103	6	60	45
106	4	58	46
112	5	55	47
109	8	55	51
111	4	50	41
113	7	33	47
104	8	27	53
102	15	20	60
107	27	12	65

of the response categories. In contrast, the three RFS's which had the lowest cohesion scores had the highest opinion diversity scores with their opinions covering from one-half to nearly two-thirds of the response categories. Thus, those RFS's which had high cohesion tended to narrow their range of opinions, while those RFS's which had low cohesion scores tended to have a wider range of opinions. Besides differing in cohesion and opinion diversity scores, Kelley found, in an earlier analysis of the data used in this study, that the RFS's with the highest and lowest cohesion scores also differed on other characteristics.¹ RFS 101, an RFS

¹Eleanor Kelley, pp. 102, 168-169.

with perfect cohesion and a low opinion diversity score, seemed to reflect negative group esteem and was composed of lower social class members. In contrast RFS 107, an RFS with low cohesion and a high opinion diversity score, was characterized as the "social elite" or "leading crowd." Two-thirds of the RFS 107 members were in the upper social class. In summary, for at least two of the RFS's, differences in cohesion and opinion diversity scores were only two of a number of characteristics on which the RFS's differed. The remaining RFS's, although their cohesion scores ranged from 33 to 83, all had opinion diversity scores indicating that their responses covered approximately 40 to 50 per cent of the total range of opinions.

Tables 15 and 16 illustrate the comparison of RFS cohesion scores to RFS entrance by isolates.

Table 15. Comparison of reciprocal friendship structure cohesion scores to reciprocal friendship structure entrance by isolates

Cohesion Score of Chosen RFS	<u>Reciprocal Friendship Structure Entrance</u>	
	Became Member of Chosen RFS No.	Did Not Become Member of Chosen RFS No.
76-100	3	
51-75	2	
26-50		4
0-25	2	3
Totals	7	7

Table 16. Comparison of reciprocal friendship structure cohesion scores to non-chosen reciprocal friendship structure entrance by isolates

Cohesion Scores of Non-Chosen RFS	Non-Chosen Reciprocal Friendship Structure Entrance	
	Chose into an RFS Became Member of Non-Chosen RFS	Did Not Choose into a RFS Became Member of Non-Chosen RFS
76-100	1	
51-75		
26-50		3
0-25	3	
Totals	4	3

In the discussion, "more cohesive" RFS's will include those RFS's with cohesion scores from 51 to 100. Those RFS's with cohesion scores from 0 to 50 will be termed "less cohesive" RFS's. In investigating the relation of RFS cohesion to the entrance of isolates into chosen RFS's the following results were found. Of the seven isolates who became members of the RFS's into which they chose, five chose into more cohesive RFS's. In contrast, among those isolates who did not become members of the RFS's into which they chose, none chose into more cohesive RFS's.

In investigating the data in another manner, of the total number of isolates who chose into RFS's with cohesion scores of 51 to 100, all became members of the

RFS's into which they chose. Of the isolates who chose into RFS's with cohesion scores from 0 to 50 only two of the nine became members of the RFS's into which they chose. Also, all but one of the seven isolates who became members of non-chosen RFS's became members of less cohesive RFS's.

In summarizing the variable of the relation of RFS cohesion to RFS entrance by isolates it was found that the RFS cohesion scores and opinion diversity scores were somewhat, but not completely, related. The majority of the highly cohesive RFS's had low opinion diversity scores indicating that they used a narrower range of answers when replying to interview schedule questions. The majority of the RFS's with very low cohesion had high opinion diversity scores indicating that they used a wider range of answers when replying to interview schedule questions. Perhaps the similarity in opinions was a factor contributing to the cohesion among members of the highly cohesive RFS's.

Although more isolates chose into less cohesive RFS's, the variable of RFS cohesion did separate those isolates who became members of chosen RFS's from those isolates who did not become members of chosen RFS's. The majority of the isolates who became members of chosen RFS's became members of more cohesive RFS. All of the isolates who did not become members of chosen RFS's chose into less cohesive RFS's. Although one isolate became a member of a more cohesive RFS without choosing into the RFS, the majority of

the isolates who became members of more cohesive RFS's in the tenth grade chose into the RFS in the ninth grade. This finding would suggest that becoming a member of a more cohesive RFS was a longer process in time which required that the isolate begin in the ninth grade by choosing into the RFS in order to finally one year later have her choice reciprocated. Becoming a member of a less cohesive RFS, on the other hand, was a shorter process in time and did not require a choice into the RFS at the beginning of the ninth grade in order to insure entrance by the tenth grade. Perhaps the highly cohesive RFS's, which represented high group integration and few unreciprocated friendship choices, indicated that the RFS members were less willing to accept others. Perhaps the less cohesive RFS's, representing low group integration and many unreciprocated friendship choices, indicated that the RFS members were more willing to accept others.

RFS Opinion Diversity and Reference Group Entrance

Tables 17 and 18 represent a comparison of RFS opinion diversity scores to RFS entrance by isolates.

In summarizing the discussion of the variable of the relationship of opinion diversity scores of RFS's to RFS entrance by isolates, first, more isolates chose into RFS's with high opinion diversity scores, indicating wider ranges of opinions. Nevertheless, the variable of opinion diversity scores of chosen RFS's did divide those isolates

Table 17. Comparison of reciprocal friendship structure opinion diversity scores to reciprocal friendship structure entrance by isolates

Opinion Diversity Score of Chosen RFS	<u>Reciprocal Friendship Structure Entrance</u>	
	Became Member of Chosen RFS No.	Did Not Become Member of Chosen RFS No.
34-42	4	1
43-49		1
50-57	1	2
58-65	2	3
Totals	7	7

Table 18. Comparison of reciprocal friendship structure opinion diversity scores to non-chosen reciprocal friendship structure entrance by isolates

Opinion Diversity Score of Non-Chosen RFS	<u>Non-Chosen Reciprocal Friendship Structure Entrance</u>	
	Chose into a RFS Became Member of Non-Chosen RFS No.	Did Not Choose into a RFS, Became Member of Non-Chosen RFS No.
34-42	1	
43-49		3
50-57		
58-65	3	
Totals	4	3

who became members of chosen RFS's from those isolates who did not become members of chosen RFS's. The majority of those isolates who became members of chosen RFS's became members of RFS's with low opinion diversity scores. The majority of those isolates who did not become members of their chosen RFS's chose into RFS's with high opinion diversity scores. However, the majority of the isolates, who became members of non-chosen RFS's, became members of RFS's with low opinion diversity scores. Since the cohesion scores and opinion diversity scores were somewhat, but not completely, related for RFS's, the comparison of isolate entrance into RFS's to the variables of RFS cohesion scores and RFS opinion diversity scores could not be discussed together. However, since the two scores were somewhat related for each RFS, it was not surprising to find that the size of the RFS opinion diversity scores of the RFS into which isolates chose was a variable separating those isolates who became members of their chosen RFS's from isolates who did not become members of chosen RFS's. It had been found earlier that the size of the RFS cohesion score of RFS's into which isolates chose was a variable separating isolates who became members of chosen RFS's from those isolates who did not become members of their chosen RFS's.

Reference Group Orientation and
Reference Group Entrance

Orientation for isolates was determined by whether the isolate chose into a RFS and by whether the isolate indicated through her answers to interview schedule questions that she was part of a group of girls within the ninth grade class.

Table 19 shows the orientation of isolates to chosen RFS's, while Table 20 shows the orientation of isolates to non-chosen RFS's of which they became members.

Table 19. Comparison of reference group orientation of isolates and reciprocal friendship structure entrance by isolates

Orientation	<u>Reciprocal Friendship Structure Entrance</u>	
	Became Member of Chosen RFS No.	Did Not Become Member of Chosen RFS No.
Type I: Made Choice into RFS, Considered Self Part of a Group	6	7
Type II: Made Choice into RFS, Did Not Consider Self Part of a Group	1	
Type III: Did Not Make Choice into RFS, Considered Self Part of a Group		
Type IV: Did Not Make Choice into RFS, Did Not Consider Self Part of a Group		
Totals	7	7

Table 20. Comparison of reference group orientation of isolates to non-chosen RFS's and non-chosen reciprocal friendship structure entrance by isolates

Orientation	Non-Chosen Reciprocal Friendship Structure Entrance	
	Chose into a RFS, Became Member of Non-Chosen RFS No.	Did Not Choose into a RFS, Be- came Member of Non-Chosen RFS No.
Type I: Made Choice into RFS, Considered Self Part of a Group		
Type II: Made Choice into RFS, Did Not Con- sider Self Part of a Group		
Type III: Did Not Make Choice into RFS, Consid- ered Self Part of a Group	4	1
Type IV: Did Not Make Choice into RFS, Did Not Consider Self Part of a Group		2
Totals	4	3

Three-fourths of all isolates indicated, through their answers to interview schedule questions, that they were part of a group of girls in the ninth grade class even though on a sociogram they were seen to be excluded from group membership. The fact that this many of the isolates considered themselves to be group members would suggest that perhaps the isolates did not recognize that they were

isolates in the ninth grade social structure. In summary the variable of orientation to a RFS did not separate those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. The majority of all isolates behaved the same way by making a friendship choice into a RFS and at the same time considering themselves to be members of a group of girls in the ninth grade class.

RFS Appearance and Discourse Scores and Reference Group Entrance

Questions for the general social acceptance score dealt with factors important for general social acceptance in the school. Questions for the group social acceptance score dealt with factors important for social acceptance in the interviewee's group. Finally, questions for the self satisfaction score dealt with opinions about oneself as related to factors for social acceptance in the school.

Guiding the investigation of the relationship between RFS appearance and discourse scores and RFS entrance by isolates was Hypothesis II: Isolates who are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire. In this particular section "clothing and appearance opinions" refers to the three appearance and discourse

scores for each RFS and each individual. The appearance and discourse scores were general measures of opinion and not specific measures of actual content of opinions, as with the appearance and discourse content patterns of opinions. The content patterns of opinions will be discussed in the following section.

In discussing the relation between the three appearance and discourse scores and reference group entrance, those isolates who had individual scores within three points of the median scores of their chosen RFS's will be referred to as "close" to the group opinion score. Those isolates who had scores which varied from the median of chosen RFS's by more than three points will be referred to as "far" from the group opinion score.

Table 21 shows the comparison of the relation of isolate's appearance and discourse scores to the median appearance and discourse scores of chosen RFS's and RFS entrance by isolates. Table 22 shows the comparison of the relation of isolate's appearance and discourse scores to the median scores of non-chosen RFS's and entrance into non-chosen RFS's by isolates.

When comparing the appearance and discourse scores of isolates to the appearance and discourse scores of their chosen RFS's it was found that the majority of all isolates had appearance and discourse scores within the ranges for the appearance and discourse scores of the members of their

Table 21. Comparison of relation of isolates' appearance and discourse scores to median appearance and discourse scores of chosen reciprocal friendship structures and reciprocal friendship structure entrance by isolates.

Relation of Isolate's Score to Median Score of Chosen RFS	Reciprocal Friendship Structure Entrance									
	General Social			Group Social			Self Satisfaction			
	Acceptance Score			Acceptance Score			Score			
	Became Member of Chosen RFS No.	Did Not Become Member of Chosen RFS No.	Became Member of Chosen RFS No.	Became Member of Chosen RFS No.	Did Not Become Member of Chosen RFS No.	Became Member of Chosen RFS No.	Did Not Become Member of Chosen RFS No.	Became Member of Chosen RFS No.	Did Not Become Member of Chosen RFS No.	
Agree with Median	2			1	1	2			1	
1 pt. from Median	1	3				1				
2 pts. from Median				2	2	1			3	
3 pts. from Median	3			2						
4 pts. from Median			2						1	
5 pts. from Median				2	2	2				
6 pts. or more from Median	1	2			2	1			2	
Totals	7	7		7	7	7			7	

*The three appearance and discourse scores are the general social acceptance score, group social acceptance score and self satisfaction score.

Table 22. Comparison of relation of isolates' appearance and discourse scores to median appearance and discourse scores of non-chosen reciprocal friendship structures and non-chosen reciprocal friendship structure entrance by isolates*

Non-Chosen Reciprocal Friendship Structure Entrance									
Relation of Isolates' Score to Median Score of Non-Chosen RFS	General Social Acceptance Score		Group Social Acceptance Score		Self Satisfaction Score				
	Did Not		Did Not		Did Not				
	Chose into a RFS, Became Member of Non-Chosen RFS	No.	Chose into a RFS, Became Member of Non-Chosen RFS	No.	Chose into a RFS, Became Member of Non-Chosen RFS	No.	Chose into a RFS, Became Member of Non-Chosen RFS	No.	Chose into a RFS, Became Member of Non-Chosen RFS
Agree with Median				1		1			
1 pt. from Median							2		
2 pts. from Median						1		2	
3 pts. from Median	1			1			2		1
4 pts. from Median		1							
5 pts. from Median	1					1			
6 pts or more from Median	2	2		2					
Totals	4	3		4		3	4	3	

*The three appearance and discourse scores are the general social acceptance score, group social acceptance score and self satisfaction score.

chosen RFS's. More isolates had group social acceptance scores outside the range for the group social acceptance scores of their chosen RFS's than for either the general social acceptance or self satisfaction scores. Two of the seven isolates who became members of a chosen RFS had group social acceptance scores outside the range of scores of their chosen RFS's, while three of the seven isolates who did not become members of a chosen RFS had scores outside the range of their chosen RFS's. With the general social acceptance scores, all of those isolates who became members of a chosen RFS, had general social acceptance scores within the range of scores for the RFS's into which they chose. However, one of the seven isolates who did not become members of the RFS's into which they chose, had a general social acceptance score outside the range of scores of the RFS into which she chose. With the self satisfaction scores one of the seven isolates who became members of their chosen RFS's had a self satisfaction score outside the range of scores of her chosen RFS. Among isolates who did not become members of their chosen RFS, two of the seven had self satisfaction scores outside the range of scores of their chosen RFS's.

In summarizing the relation between RFS appearance and discourse scores, and RFS entrance by isolates, the agreement with the general and group social acceptance scores of chosen RFS's was a factor separating those isolates who

became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. The majority of the isolates who had general and group social acceptance scores close to the scores of their chosen RFS's became members of their chosen RFS's while the majority of the isolates who had general and group social acceptance scores far from the scores of their chosen RFS's did not become members of their chosen RFS's. The majority of those isolates who did not become members of chosen RFS's but became members of non-chosen RFS's also had general social acceptance scores far from the scores of the RFS's of which they did become members. In contrast, the majority of the isolates who did not become members of chosen RFS's, but became members of non-chosen RFS, had group social acceptance scores close to the group social acceptance scores of the RFS's of which they became members.

The agreement with the self satisfaction scores of chosen RFS's was not a factor separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. An equal number of isolates who had self satisfaction scores close to the scores of their chosen RFS's became members of their chosen RFS's and did not become members of their chosen RFS's. However, more isolates had self satisfaction scores close to rather than far from the self satisfaction scores of their chosen RFS's. Also, among the isolates who became

members of non-chosen RFS's all had self satisfaction scores close to the median self satisfaction scores of the RFS's of which they became members. As mentioned in an earlier chapter, all RFS's self satisfaction scores were similar in that they had positive self opinions. Therefore, whether or not an isolate agreed with the self satisfaction score of her chosen RFS did not have as much meaning as whether or not she agreed with the general and group social acceptance scores of chosen RFS's.

Houser suggested that individuals tend to express the opinions of their reference group prior to interacting with the group.² Findings from this study show that isolates who became members of their chosen reference groups did express opinions, in the form of a general and group social acceptance score, close to those of their chosen RFS prior to interacting with the group. In contrast, those individuals who did not become members of their chosen reference groups did not express opinions, in the form of general and group social acceptance scores, close to those of their chosen RFS's.

Smith explains that among adolescent groups there are no formal criteria for membership. The criteria are instead approximation of the group norms.³ Again findings

²Supra, p. 10.

³Supra, p. 16.

from this study would show that the isolates who became members of their chosen RFS's did approximate a group norm in the form of general and group social acceptance scores prior to interacting with the group, while the isolates who did not become members of their chosen RFS's did not approximate a group norm, in the form of general and group social acceptance scores.

Coleman found in his study of high school students that clothing was named as one of the most important factors for social acceptance.⁴ In this study it has been shown that the isolates who agreed with the clothing opinions of their chosen RFS's, in the form of general and group social acceptance scores, did become members of the RFS's into which they chose, while the isolates who did not agree with the clothing opinions of their chosen RFS's, in the form of general and group social acceptance scores, did not become members of the RFS's into which they chose. Although Selvin and Hagstrom did not mention the type of characteristics of groups non-members might approximate prior to becoming group members, they discussed two types of characteristics of groups: aggregative and integrative characteristics.⁵ RFS appearance and discourse scores were examples of aggregate characteristics of groups, as they

⁴Supra, p. 16.

⁵Supra, p. 11.

were based on smaller units of the group. Isolates did express the aggregate characteristics of their chosen RFS's prior to interacting with the RFS, while the isolates who did not become members of their chosen RFS's did not express the aggregate characteristics of their chosen RFS's.

The hypothesis guiding the investigation in this section of the chapter was Hypothesis II: Isolates who are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire. Although the opposite case was not stated in the hypothesis it was implied that isolates who are positively oriented to particular reciprocal friendship structures but do not have clothing and appearance opinions similar to those of the reciprocal friendship structures would not become members of the reciprocal friendship structures to which they aspire. It would seem that the hypothesis would be accepted when "clothing and appearance opinions" meant general and group social acceptance scores, but not when "clothing and appearance opinions" meant self satisfaction scores.

RFS Content Patterns and Reference Group Entrance

Three content patterns of opinions were developed for each RFS. The general social acceptance content pattern dealt with factors important for general social

acceptance in the school. The group social acceptance content pattern dealt with factors important for group social acceptance. The self satisfaction content pattern dealt with opinions about oneself in relation to factors of social acceptance in the school. The patterns were developed from those questions on which there was at least 50 per cent agreement among RFS members when answering. The difference between the appearance and discourse scores and the content patterns of opinions was that the scores were measures of general opinion about social acceptance while the content patterns were measures of the actual content of opinions about social acceptance.

Guiding the investigation of the relation of RFS content patterns of opinions to RFS entrance by isolates was Hypothesis II: Isolates who are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire. Whereas in the previous section "clothing and appearance opinions" was taken to mean appearance and discourse scores, in this section "clothing and appearance opinions" was taken to mean content patterns of opinions.

Table 23 depicts the comparison of the relation of isolate's opinions to the content patterns of opinions of chosen RFS's and RFS entrance by isolates. Table 24 depicts

Table 23. Comparison of relation of isolates' opinions to content patterns of chosen reciprocal friendship structures and reciprocal friendship structure entrance by isolates

Per Cent Agreement	Reciprocal Friendship Structure Entrance							
	General Social		Group Social		Self Satisfaction		Did Not Become Member of Chosen RFS	No.
	Acceptance		Acceptance		Content Pattern			
	Content Pattern		Content Pattern		Content Pattern			
	Did Not Become Member of Chosen RFS	No.	Became Member of Chosen RFS	No.	Became Member of Chosen RFS	No.		
100	3	3	1	1	1			
75-99	3	1	1	2	3			
50-74		2	5	3	2	6		
25-49				1	1	1		
1-24	1							
0		1						
Totals	7	7	7	7	7	7	7	

Table 24. Comparison of relation of isolates' opinions to content patterns of non-chosen reciprocal friendship structures and non-chosen reciprocal friendship structure entrance by isolates

Relation of Isolates' Opinions to Content Patterns of Non-Chosen RFS	Non-Chosen Reciprocal Friendship Structure Entrance					
	General Social Acceptance Pattern		Group Social Acceptance Pattern		Self Satisfaction Pattern	
	Did Not		Did Not		Did Not	
	Chose into RFS, Became Member of Non-Chosen RFS	No. Chose into RFS, Became Member of Non-Chosen RFS	Chose into RFS, Became Member of Non-Chosen RFS	No. Chose into RFS, Became Member of Non-Chosen RFS	Chose into RFS, Became Member of Non-Chosen RFS	No. Chose into RFS, Became Member of Non-Chosen RFS
Per Cent Agreement						
100	1	1				
75-99			3			
50-74	1	2	1	1	4	3
25-49	1			2		
1-24						
0	1					
Totals	4	3	4	3	4	3

the comparison of the relation of isolates' opinions to the content patterns of opinions of non-chosen RFS's and entrance into non-chosen RFS's by isolates.

In summarizing the relation between RFS content patterns of opinions and RFS entrance by isolates, agreement with the general and group social acceptance content patterns of opinions was not a factor separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. More than half of both those isolates who became members of their chosen RFS's and those isolates who did not become members of their chosen RFS's had general social acceptance opinions in agreement with the general social acceptance content patterns of their chosen RFS's. However, slightly more of the individuals who became members of their chosen RFS's were in agreement with the general social acceptance content patterns of their chosen RFS's than those who did not become members of their chosen RFS's. Only two of the seven isolates who became members of non-chosen RFS's were in agreement with the general social acceptance content patterns of opinions of the RFS's of which they became members.

With the group social acceptance patterns, the majority of both those isolates who became members of their chosen RFS's and those isolates who did not become members of their chosen RFS's were not in agreement with the group

social acceptance content patterns of their chosen RFS's. Likewise, more than half of the seven isolates who became members of non-chosen RFS's had group social acceptance opinions not in agreement with the group social acceptance content patterns of their RFS's of which they became members.

Agreement with the self satisfaction content patterns of chosen RFS's was a factor separating those isolates who became members of their chosen RFS's from those isolates who did not become members of their chosen RFS's. The majority of the isolates who had self satisfaction opinions in agreement with the self satisfaction opinions of their chosen RFS's became members of their chosen RFS's while the majority of the isolates who had self satisfaction opinions not in agreement with the self satisfaction content patterns of their chosen RFS's did not become members of their chosen RFS's. While the majority of the isolates who did not become members of their chosen RFS's were not in agreement with the self satisfaction content patterns of their chosen RFS's all of the isolates who became members of non-chosen RFS's were in agreement with the self satisfaction content patterns of their non-chosen RFS's. As mentioned in an earlier chapter, all RFS self satisfaction content patterns of opinions were similar in that they had positive self opinions. Therefore, the fact that an isolate agreed with the self satisfaction pattern of her particular chosen RFS did not have much significance as by agreeing with one RFS

she was at the same time in agreement with other RFS's.

Houser suggested that individuals tend to express the opinions of their reference group prior to interacting with the group.⁶ While from this study the above statement was shown to be true when opinions meant general and group social acceptance scores, it did not seem to be true when opinions meant group content patterns of opinions. Only two of the seven isolates who became members of their chosen RFS's had group social acceptance opinions in agreement with the group content patterns of their chosen RFS. Those isolates who became members of their chosen RFS's did have general social acceptance opinions in agreement with the general social acceptance content pattern of their chosen RFS. However, those isolates who did not become members of their chosen RFS also had general social acceptance opinions in agreement with their chosen RFS's. These findings would suggest that agreement with the overall feeling or opinion of a group about factors for social acceptance as revealed in the appearance and discourse scores may be more important for social acceptance than agreement with the actual content of the opinions of the desired RFS about factors important for social acceptance.

The hypothesis guiding the investigation in this section of the chapter was Hypothesis II: Isolates who

⁶Supra, p. 10.

are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire. Although not stated the opposite case is implied that isolates who are positively oriented to particular reciprocal friendship structures but do not have similar clothing and appearance opinions to those of the reciprocal friendship structures would not become members of the reciprocal friendship structures to which they aspire. It would seem that the hypothesis would not be accepted when "clothing and appearance opinion" meant agreement with general and group social acceptance content patterns of opinions but would be accepted when "clothing and appearance opinions" meant agreement with the self satisfaction content patterns of opinion. However, since all RFS's had similar positive opinions in their self satisfaction content patterns of opinions, an isolate who agreed with her chosen RFS at the same time was in agreement with other RFS's.

RFS Cohesion, RFS Opinion Content Patterns and Reference Group Entrance

Up to this point those isolates who became members of their chosen RFS's were compared as a group with those isolates who did not become members of their chosen RFS's. However, it was of interest to further investigate the seven

isolates who became members of their chosen RFS's to determine how the cohesion of their RFS's was related to their agreement with the RFS content patterns of opinions. For the investigation the guiding hypothesis was formulated: Isolates who become members of chosen highly cohesive reciprocal friendship structures would more closely approximate the reciprocal friendship structures' content patterns of opinions than isolates who became members of chosen less cohesive reciprocal friendship structures.

The cohesion of a RFS was the percentage of reciprocated friendship choices among RFS members as compared to the total number of possible reciprocated friendship choices among RFS members. RFS's with cohesion scores from 51 to 100 were referred to as "more cohesive" RFS's while RFS's with cohesion scores from 0 to 50 were referred to as "less cohesive" RFS's.

Of the seven isolates who became members of their chosen RFS's five became members of more cohesive RFS's while the remaining two became members of less cohesive RFS's. The following table illustrates the comparison of the relation of the opinions of the isolates who became members of their chosen RFS's to the three content patterns of opinions of their chosen RFS's and the cohesion of their chosen RFS's.

In summarizing the comparison of the relation of opinions of isolates who became members of chosen RFS's

Table 25. Comparison of relation of opinions of isolates who became members of chosen reciprocal friendship structures to the content patterns of opinions of their chosen reciprocal friendship structures and the cohesion of their chosen reciprocal friendship structures

Relation of Isolates' Opinions to Content Patterns of Chosen RFS	Content Patterns of Opinions							
	General Social		Group Social		Self Satisfaction			
	Acceptance Pattern		Acceptance Pattern		Pattern			
	Cohesion of Chosen RFS		Cohesion of Chosen RFS		Cohesion of Chosen RFS			
	Cohesion: 51-100	Cohesion: 1-50	Cohesion: 51-100	Cohesion: 1-50	Cohesion: 51-100	Cohesion: 1-50		
	No.	No.	No.	No.	No.	No.	No.	
Per Cent Agreement								
100	1	2	1				1	
75-99	3		1			3		
50-74			3	2		1	1	
25-49						1		
1-24	1							
0								
Totals	5	2	5	2		5	2	

to the content patterns of their chosen RFS's and the cohesion of their chosen RFS's, it was found that the isolates who became members of chosen cohesive RFS's more closely approximated the reciprocal friendship structures' group social acceptance and self satisfaction content patterns of opinions than those isolates who became members of chosen less cohesive RFS's. However, the isolates who became members of chosen cohesive RFS's did not more closely approximate the reciprocal friendship structure's general social acceptance content patterns of opinions than those isolates who became members of chosen less cohesive RFS's.

The guiding hypothesis formulated for the investigation in this section was: Isolates who become members of chosen highly cohesive reciprocal friendship structures would more closely approximate the reciprocal friendship structures' content patterns of opinions than isolates who became members of chosen less cohesive reciprocal friendship structures. It would seem that the hypothesis would be accepted for the group social acceptance patterns and self satisfaction patterns, but not with the general social acceptance patterns. The opinions given for group social acceptance patterns were only opinions about one's group. Therefore, perhaps this accounts for the fact that the cohesion of the group was a factor separating those who agreed with the group pattern from those who were in less agreement with the group pattern.

RFS Opinion Diversity Scores, RFS Content Patterns
and RFS Entrance by Isolates

Besides investigating the seven isolates who became members of their chosen RFS's to determine how the cohesion of their RFS's was related to their agreement with the RFS content patterns of opinions, it was also of interest to determine how the opinion diversity scores of their chosen RFS's were related to their agreement with the RFS content patterns of opinions. For this investigation, guiding hypothesis IV was formulated: Isolates who become members of chosen reciprocal friendship structures with low opinion diversity scores would more nearly approximate the reciprocal friendship structure's content patterns of opinions than isolates who become members of chosen reciprocal friendship structures with high opinion diversity scores.

The opinion diversity score of an RFS was the percentage of different answers given by RFS members in reply to interview schedule questions as compared to all the different answers given by class members. Opinion diversity scores from 34 to 49 were considered low opinion diversity scores and indicated that the RFS confined its answers to a narrow range of opinions. Opinion diversity scores from 50 to 65 were considered high opinion diversity scores and indicated that the RFS gave a wider range of different answers when replying to interview schedule questions. Four of the seven isolates who became members of their chosen RFS's became members of RFS's with low opinion diversity

scores, while the remaining three isolates became members of RFS's with high opinion diversity scores. Table 26 illustrates the comparison of the relation of the opinions of the isolates who became members of their chosen RFS's to the three content patterns of opinions of their chosen RFS's and the opinion diversity scores of their chosen RFS's.

In summarizing the comparison of the relation of opinions of isolates who became members of chosen RFS's to the content patterns of opinions of their chosen RFS's and the opinion diversity scores of their chosen RFS's, it was found that the isolates who became members of RFS's with low opinion diversity scores did more closely approximate the RFS group social acceptance and self satisfaction content patterns of opinions than those isolates who became members of RFS's with high opinion diversity scores. However, the isolates who became members of RFS's with low opinion diversity scores did not more closely approximate the RFS general social acceptance content pattern than those isolates who became members of RFS's with high opinion diversity scores.

The guiding hypothesis formulated for this section was: Isolates who become members of chosen reciprocal friendship structures with low opinion diversity scores would more nearly approximate the reciprocal friendship structure's content patterns of opinions than isolates who become members of chosen reciprocal friendship structures

Table 26. Comparison of relation of opinions of isolates who became members of chosen reciprocal friendship structures to the content patterns of opinions of their chosen reciprocal friendship structures and the opinion diversity scores of their chosen reciprocal friendship structures

Relation of Isolates' Opinions to Content Patterns of Chosen RFS	Content Patterns of Opinions											
	General Social Acceptance				Group Social Acceptance				Self Satisfaction			
	Content Pattern				Content Pattern				Content Pattern			
	Opinion Diversity Score of Chosen RFS				Opinion Diversity Score of Chosen RFS				Opinion Diversity Score of Chosen RFS			
	Low	Opinion	Diversity	No.	Low	Opinion	Diversity	No.	Low	Opinion	Diversity	No.
High	Opinion	Diversity	No.	High	Opinion	Diversity	No.	High	Opinion	Diversity	No.	High
Per Cent Agreement												
100				3				1				1
75-99	3				1				2			1
50-74					2				1			1
25-49									1			
1-24	1											
0												
Totals	4			3	4			3	4			3

with high opinion diversity scores. It would seem that the hypothesis would be accepted for the group social acceptance content patterns and the self satisfaction patterns, but not for the general social acceptance patterns. The opinion given for the group social acceptance score were only opinions about one's own group and perhaps would account for the fact that the opinion diversity of the group was related to the agreement by isolates with group social acceptance content patterns of opinions.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The study was a part of a larger longitudinal project concerning clothing, and appearance as related to social acceptance.¹ The purpose of the present study was to investigate the relationship between selected variables and reciprocal friendship structure (reference group) entrance by isolates. The subjects for investigation were 19 girls who appeared as sociometric isolates in the ninth grade class of a large midwestern high school.

Data collection was in two forms. First, a background questionnaire was given each of four years of the larger study in which sociometric data were gathered concerning "best friend choices." Yearly sociometric diagrams were constructed showing only reciprocated friendship choices and the resulting sociometric classifications of reciprocal friendship structures (RFS), mutual pairs (MP) and isolates (I). From the sociograms movement of the ninth grade isolates was traced as they continued into the tenth grade. Also from the sociometric data, index of cohesion scores were figured for all reciprocal friendship structures.

¹Supra, p. 23.

As a second form of data collection the class members were interviewed concerning their clothing and appearance opinions as related to social acceptance. The girls were interviewed the first year of the study as ninth graders and again the last year of the study as twelfth graders. Only the ninth grade findings were utilized in this study. Stone's framework of appearance and discourse factors of a social transaction was used as a guide in coding the data. From the data obtained at the interviews appearance and discourse scores were determined for all class members as ninth graders. The appearance and discourse scores were measures of an individual's general opinion about the importance of appearance and discourse factors for social acceptance. The general social acceptance score was a measure of an individual's opinion about the importance of appearance and discourse factors for general social acceptance in the school while the group social acceptance score was a measure of an individual's opinion about the importance of appearance and discourse factors for social acceptance in one's group. The self satisfaction score was a measure of an individual's opinion about herself as related to factors for social acceptance in the school.

Opinion diversity scores and content patterns of opinions were determined for all reciprocal friendship structures, mutual pairs, the overall sociometric classifications and the class as a whole. Opinion diversity

scores were measures of the percentage of different answers that members of a group gave in reply to interview schedule questions in relation to the total number of different answers given by all class members. The content patterns of opinions were measures of the actual content of a group's opinions about factors important for social acceptance. The general social acceptance content pattern concerned the content of the group's opinions about factors important for general social acceptance in the school while the group social acceptance content pattern concerned the content of the group's opinions about factors important for social acceptance in the group. The self satisfaction pattern was composed of the group's opinions about themselves. The content patterns were composed of the content of the answers to those questions on which the group members had 50 per cent or more agreement.

Orientation to RFS's by isolates was determined from an analysis of both sociometric and interview data.

The five variables of RFS cohesion, RFS opinion diversity scores, reference group orientation, appearance and discourse scores and content patterns of opinions were investigated in relation to RFS entrance by isolates in order to determine differences between ninth grade isolates who became members of their chosen RFS's by the tenth grade and those isolates who did not become members of their chosen RFS's by the tenth grade.

In a general investigation of the characteristics of the isolates the following characteristics were found. Fourteen of the 19 isolates became members of RFS's by the tenth grade with seven of these isolates becoming members of the RFS's into which they chose. Two of the 19 ninth grade isolates became mutual pair members by the tenth grade. The remaining three ninth grade isolates remained as isolates in the tenth grade. Three-fourths of all isolates were positively oriented to a reference group and also considered themselves part of a group of girls in the ninth grade class. When the appearance and discourse scores of the isolate, and RFS classifications were compared, the groups had both the same general social acceptance scores and group social acceptance scores. The scores indicated that isolates and RFS members considered appearance factors and discourse factors to be of equal importance for social acceptance in the school and in their groups. The self satisfaction scores of the isolate and RFS classifications were also similar, showing predominantly positive self opinions.

Upon analysis of the clothing, appearance and social acceptance opinions of class members it was found that definite general social acceptance content patterns, group social acceptance content patterns and self satisfaction content patterns existed for the class and RFS's with the RFS patterns being different from the class patterns and

from each other. However, in all cases there was some agreement between RFS patterns and the class patterns. Following are the opinions composing the three class patterns and a summary of the major differences among the RFS patterns themselves and between the RFS patterns and the class patterns.

General Social Acceptance Content Pattern of
Opinions for the Class

The class agreed that:

1. Only discourse factors were important for a new girl to get in with the popular girls.
2. The clothing of the popular girls in the ninth grade differed from the clothing of the other girls.
3. Clothing influenced a girl's popularity at the high school.

While the class agreed that clothing influenced a girl's popularity at the high school they could only name discourse factors or could not agree when asked, in indirect questions, to name factors important for social acceptance in the school. In contrast the RFS's, while still agreeing that clothing influenced a girl's popularity, could agree on factors important for general acceptance, when asked to name them through indirect questions. However, the RFS's were not usually consistent in always naming only discourse or appearance factors as important in all situations.

Group Social Acceptance Content Pattern of Opinions for the Class

The class agreed that:

1. Only discourse factors were used in choosing a friend.
2. Others do not judge you by the way your best friend dresses.
3. A girl with a flowered blouse and plaid skirt was not considered well dressed, but she would be invited into their groups.
4. It was important for Michelle, a new girl, to have bobby socks like the other girls.
5. Neat hair was more important than expensive clothes. However, a girl with expensive clothes but messy hair would be invited to run around with their groups.

The class was consistent in agreement on the importance of discourse factors for group social acceptance. They agreed that only discourse factors were used in choosing a friend and continued by agreeing that although a girl might have appearance irregularities she would still be invited to run around with their groups. The majority of the RFS's continued to agree that only discourse factors were used in choosing a friend. However, they did not agree that one or both of the girls with appearance irregularities would be accepted as a girl friend or a member of their groups.

Self Satisfaction Pattern of Opinions for the Class

The class agreed that:

1. There was something about themselves they would like to change.

2. They were satisfied with their general appearance, hair and complexions.
3. Some clothes gave the girls more self-confidence than others.
4. Compliments were sometimes given on the way they dressed for school.

The class agreed that, although there was something about themselves they would like to change, their opinions about themselves were generally positive. The majority of the RFS's had positive opinions, as in the class pattern, as well as additional positive opinions about rarely or never feeling ill at ease or embarrassed about the clothes they wore to school.

When analyzing the five variables for RFS entrance by isolates the following relationships were cited.

1. Reciprocal Friendship Structure Cohesion: The majority of those isolates who chose into more cohesive RFS's became members of the RFS's into which they chose. All of those isolates who chose into less cohesive RFS's did not become members of the RFS's into which they chose.
2. Reciprocal Friendship Structure Opinion Diversity Scores: The majority of those isolates who chose into RFS's with low opinion diversity scores became members of the RFS's into which they chose. The majority of those isolates who chose into RFS's with high opinion diversity scores did not become members of the RFS's

into which they chose. A low opinion diversity score indicated that an RFS had a narrow range of opinions when answering interview schedule questions while a high opinion diversity score indicated that an RFS had a wider range of opinions when answering interview questions.

3. Reciprocal Friendship Structure Orientation:

Three-fourths of all isolates both considered themselves to be part of a group of girls within the ninth grade class and made a choice into an RFS.

4. Reciprocal Friendship Structure Appearance and Discourse Scores

A. General Social Acceptance Score: The majority of the isolates who had general social acceptance scores close to the median scores of their chosen RFS's became members of their chosen RFS's. The majority of those isolates who had general social acceptance scores far from the median scores of their chosen RFS's did not become members of their chosen RFS's.

B. Group Social Acceptance Score: The majority of the isolates who had group social acceptance scores close to the median scores of their chosen RFS's became members of their

chosen RFS's while the majority of the isolates who had group social acceptance scores far from the group social acceptance scores of their chosen RFS's did not become members of their chosen RFS's.

- C. Self Satisfaction Score: The majority of all isolates had self satisfaction scores close to the self satisfaction scores of their chosen RFS's. Isolates who had self satisfaction scores close to the self satisfaction scores of their chosen RFS's were as likely as not to become members of their chosen RFS's. Likewise, those isolates who had self satisfaction scores far from the self satisfaction scores of their chosen RFS's were as likely as not to become members of their chosen RFS's.

5. Reciprocal Friendship Structure Content Patterns of Opinions

A. General Social Acceptance Content Pattern:

The majority of both isolates who became members of their chosen RFS's and those who did not become members of their chosen RFS's had opinions in agreement with the general social acceptance content patterns of their chosen RFS's.

B. Group Social Acceptance Content Pattern:

The majority of both those isolates who became members of their chosen RFS's and those who did not become members of their chosen RFS's had group opinions not in agreement with the group social acceptance content patterns of their chosen RFS's.

- C. Self Satisfaction Content Pattern: The majority of those isolates who had opinions in agreement with the self satisfaction content patterns of their chosen RFS's became members of their chosen RFS's while the majority of those isolates who had opinions not in agreement with the self satisfaction content patterns of their chosen RFS's did not become members of their chosen RFS's.

Conclusions

The very small size of the population for investigation, only 19 isolates in one ninth grade class of girls, must be kept continually in mind throughout a discussion of possible acceptance or non-acceptance of the guiding hypotheses for this study. Each hypothesis will be cited followed by corresponding data which aided in determining whether or not it would seem that the hypothesis should be accepted for this study.

Hypothesis I: Patterns of clothing and appearance opinions distinctive to reciprocal friendship structures within the entire class of girls would differ from each other and from the overall class pattern of clothing and appearance opinions.

Definite general social acceptance, group social acceptance and self satisfaction content patterns were found to exist for the class and reciprocal friendship structures with the majority of the reciprocal friendship structure patterns being different from the class patterns and from each other. However, when comparing the content patterns of reciprocal friendship structures to the class content patterns, in all cases there was some agreement between reciprocal friendship structure patterns and the total class pattern. The differences between reciprocal friendship structure patterns and class patterns resulted from the reciprocal friendship structures having a different answer for questions included in the class pattern and/or agreement on answers for questions not included in the class pattern. With this kind of differences between class and reciprocal friendship structure content patterns in mind, the hypothesis was accepted that patterns of clothing and appearance opinions distinctive to reciprocal friendship structures within the entire class of girls differed from each other and from the overall class patterns of clothing and appearance opinions.

Hypothesis II: Isolates who are positively oriented to particular reciprocal friendship structures and have similar clothing and appearance opinions to those of the reciprocal friendship structures would become members of the reciprocal friendship structures to which they aspire.

When "clothing and appearance opinions" was taken to mean appearance and discourse scores the following data were related to the hypothesis. The majority of those girls who were positively oriented to their chosen RFS's and had general and group social acceptance scores close to the median scores of their chosen RFS's became members of their chosen RFS's. However, the majority of all isolates had self satisfaction scores close to the self satisfaction scores of their chosen RFS's and both isolates who had self satisfaction scores close to and far from the self satisfaction scores of their chosen RFS's were as likely as not to become members of their chosen RFS's. In summary, when "clothing and appearance opinions" was taken to mean appearance and discourse scores, the hypothesis was accepted only in the cases of the general and group social acceptance scores and not in the case of the self satisfaction scores.

When "clothing and appearance opinions" was taken to mean content patterns of opinions the following data were related to the hypothesis. Both isolates who became members of their chosen RFS's and did not become members of their chosen RFS's had opinions close to the group content patterns of their chosen RFS's. Both isolates who

became members of their chosen RFS's and did not become members of their chosen RFS's had opinions about group social acceptance far from the group content patterns of their chosen RFS's. However, with the self satisfaction content patterns, the majority of those isolates who had opinions in agreement with the self satisfaction content patterns of their chosen RFS's became members of their chosen RFS's and the majority of those isolates who had opinions not in agreement with the self satisfaction patterns of their chosen RFS did not become members of their chosen RFS's. In summary, when "clothing and appearance opinions" was taken to mean opinion content patterns the hypothesis was accepted only in the case of the self satisfaction content pattern and not in the case of the general and group social acceptance content patterns.

Hypothesis III: Isolates who become members of chosen highly cohesive reciprocal friendship structures would more closely approximate the reciprocal friendship structures' content patterns than isolates who become members of chosen less cohesive reciprocal friendship structures.

The majority of those isolates who chose into more cohesive RFS's had group social acceptance and self satisfaction opinions closer to the general social acceptance and self satisfaction content patterns of their chosen RFS's than those isolates who chose into less cohesive RFS's. However, the majority of those isolates who chose into more cohesive RFS's did not have general social

acceptance opinions as close to the general social acceptance patterns of their chosen RFS's as those isolates who chose into less cohesive RFS's. In summary the hypothesis would seem to be accepted only in the cases of the group social acceptance and self satisfaction content patterns but not in the case of the general social acceptance content pattern.

Hypothesis IV: Isolates who become members of chosen reciprocal friendship structures with low opinion diversity scores would more nearly approximate the reciprocal friendship structures' opinion content patterns than isolates who become members of chosen reciprocal friendship structures with high opinion diversity scores.

The majority of those isolates who chose into RFS's with low opinion diversity scores had opinions closer to the group social acceptance and self satisfaction content patterns of their chosen RFS's than those isolates who chose into RFS's with high opinion diversity scores. However, the majority of those isolates who chose into RFS's with low opinion diversity scores did not have general social acceptance opinions as close to the general social acceptance patterns of their chosen RFS's as those isolates who chose into RFS's with high opinion diversity scores. In summary, the hypothesis would seem to be accepted only in the cases of the group social acceptance and self satisfaction content patterns but not in the case of the general social acceptance pattern.

Implications

Authorities have indicated that among adolescents there is a desire to belong and be a part of friendship groups. Not all adolescents, however, remain continually part of the same friendship groups. Instead there is movement from friendship group to friendship group and from non-membership status or isolation to group membership. When individuals desire to be part of a group they are said to view the desired group as a reference group. As isolates desire membership in their reference groups they take on certain attitudes and opinions of the group prior to entrance into the group. The main contribution of this study has been to show that there was movement among isolates in a high school situation into friendship groups and that when the isolates had certain opinions concerning clothing, appearance, and social acceptance like those of their reference groups they were more likely to become members of their reference groups than when they had other opinions.

It would be suggested from the findings in this study that the approximation by isolates of the general opinions of a chosen group about factors important in social acceptance would be more important for gaining acceptance in the group than approximation of the specific opinions of the group about factors important for social acceptance.

It has also been a contribution of this study to

show that there was not across the board conformity in adolescents' opinions. Although there was much agreement among class members on a few opinions, each individual friendship group had its own opinion pattern peculiar to itself.

The findings from this study would seem to be pertinent to educators who are interested in variables of student social acceptance as it has been suggested that certain aspects of clothing and appearance opinions are related to reference group entrance and that all of these reference-friendship groups do not have similar opinions. However, if these findings are to be of value to educators it would seem that the following further research would be profitable.

1. Duplication of this or a similar study using a larger population.
2. Clarification of which aspects of clothing and appearance opinions are related to reference group entrance.
3. Clarification of reference group operational definition so it can be verified whether isolates do view desired membership groups as reference groups.
4. Investigation of those individuals who move from reference group membership status to isolation by comparing their clothing and appearance opinions to the opinions of those individuals who remain in the reference group

membership status.

5. Identification of additional variables, besides clothing opinions, related to reference group entrance so the relative importance of clothing opinions as a variable can be seen in relation to other variables for reference group entrance by isolates.

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APPENDIX

You and Your Clothing
An Opinionnaire

WHAT THIS IS ALL ABOUT

Michigan State University is doing a study of the opinions young people in Michigan have about clothing.

You can help us best by answering the following questions as clearly and carefully as you can. If there is something you do not understand, ask questions. You will be helped as much as possible.

No one you know, not even your teachers, will ever see what you have written.

INSTRUCTIONS

This opinionnaire is in two parts. When you have finished the first part place it in the envelope and go on to the second. Sign your name to the first section. These questions are about yourself and your class. Do not sign the second section. For this part, we do not want to know who you are.

Most of the questions can be answered by checking a blank or filling in a short answer. In those cases where you are asked to write out your own answer, space is provided for you to do so.

8. Does any other person contribute to the financial support of your family?

___Yes ___No

If yes, explain who (mother, father, brother, etc.)

What does this person do? _____

9. What church do you go to? _____
10. How many clubs or organizations in school and outside of school do you belong to?

None _____
 One _____
 Two _____
 Three _____
 Four or more _____

11. Please list the clubs and organizations you belong to:

12. What is the name and location of the grade school you attended?

13. The people with whom we share secrets and spend most of our time are usually referred to as our "best friends."

Write the names of your two "best girl friends" in the 9th grade in _____ High School. (If you only have one person you consider a "best friend," write her name only.)

1.

2.

If you have more than two "best girl friends" in the 9th grade, write the other names in the spaces below.

1.

2.

If your "best girl friends" are in another grade or in another school, write their names in the spaces below.

Other Grade

1.

2.

Other School

1.

2.

C O N F I D E N T I A L I N T E R V I E W *

What this is all about

The youth of a community are in many respects the most important element of our society.

There is a great deal written and said about this age group, but much of it is not based on facts.

This study is intended to supply important information about the opinions young people have about themselves.

I need your help for without it this study cannot be done. You can help best by answering the questions as clearly and carefully as possible. I would like your honest reaction to what adolescents think. You may think about the question and take your time in answering it. There are no right or wrong answers. We want to know what your opinions are. Different people will have different opinions.

This information is confidential. Your name will never be used and no one you know will know what you have said.

*This portion of the Appendix is reduced to one-third of the original interview schedule which allowed adequate space for recording responses.

Now I would like to begin by asking you some questions about what would happen if a new girl came into your grade at school.

1. If a new girl came to _____ High School and wanted to get in with the popular girls, what would be the best way to do this? _____

2. What characteristics do you think a new girl would be judged on? _____

3. What characteristics do you use in choosing a friend?

4. Do you think it is difficult to make friends in _____ High School? ____ No ____ Yes If yes, why do you think so? _____

5. With the group you go around with, what are some things which are important to do in order to be popular?

6. What are the characteristics of the most popular girl in the ninth grade? _____

7. Who is the most popular girl in the ninth grade?

8. Does the clothing of the popular girls in the ninth grade differ from the clothing of the other girls? ____ No ____ Yes If yes, how does it differ? _____

9. Do you think clothing influences a girl's popularity at _____ High School? ____ No ____ Yes Why or why not? _____

10. How do your clothes compare with other girls in school?

11. How does the group you go around with compare in dress to other groups at school?

12. What are the characteristics that are necessary to be the best dressed girl in school?

13. Who do you think is the best dressed girl in the ninth grade?

14. Is there anything about yourself you would like to change? ☐ No ☐ Yes If yes, what would you change?

Anything else?

Do you think you would make a different impression on others if you could make these changes? ☐ No ☐ Yes
If yes, why do you feel this way?

If yes, do you think it would be easier to make friends if you made these changes? ☐ No ☐ Yes If yes, why do you feel this way?

15. Whose approval of your clothing means the most to you?

Why?

16. Do some clothes give you more self-confidence than others? ☐ No ☐ Yes If yes, which ones?

Why?

17. Do you think that the manner in which your best friend dresses is a reflection on you? By that I mean, do others judge you by the way your best friend dresses?
☐ No ☐ Yes If yes, why do you feel this way?

18. Are there any girls in the ninth grade who do not dress right? ☐ No ☐ Yes If yes, why do you think their clothes are not right? _____

How would you describe these girls who do not dress right? _____

Can you tell me more about them? _____

Would you mind telling me who they are? _____

Do they have many friends? ☐ No ☐ Yes

19. Do you have any friends that are not dressed right? ☐ No ☐ Yes If yes, what's wrong with the way they dress? _____

20. Have you ever come to school dressed differently from the other girls? ☐ No ☐ Yes If yes, how did you feel when you were dressed differently from everyone at school? _____

21. If you heard that everyone on "dress-up" day was going to wear a sweatshirt to school and at the last minute they changed their minds but you were not notified and wore one to school; what would you do when you saw them dressed differently? _____

How would you feel? _____

Now I am going to ask you several questions about yourself.

22. Are you usually satisfied with your general appearance? ☐ Yes ☐ No If no, why not? _____

23. Are you usually satisfied with your hair? ☐ Yes ☐ No If no, why not? _____

24. Are you usually satisfied with your complexion?
____ Yes ____ No If no, why not? _____

25. Does your mother make suggestions about the clothes you wear to school? ____ No ____ Yes If yes, do you follow her suggestions? _____

If yes, what kind of suggestions does she make?

I would like you to answer the next four questions with one of these responses. (Give interviewee card with responses.)

26. Do you enjoy wearing your clothes if your friends don't like them?
____ Almost always
____ Often
____ Sometimes
____ Seldom
____ Never
27. Do you feel ill at ease at school because of your clothing?
____ Almost always
____ Often
____ Sometimes
____ Seldom
____ Never
28. Do others compliment you on the way you dress at school?
____ Almost always
____ Often
____ Sometimes
____ Seldom
____ Never
29. Have you felt embarrassed about the clothes you wear to school?

☐ Almost always
☐ Often
☐ Sometimes
☐ Seldom
☐ Never

If you have felt embarrassed about your clothes, why?

RATING APPEARANCE OF INTERVIEWEE

Clothing:	neat clean pressed fit appropriate for school fashionable		
Figure:	tall average short heavy average slender		
Hair:	neat clean unkempt		
Style	simple elaborate		
Complexion:	good fair poor		
Make-up:	None	Some but not obvious	Obvious
Eyes			
Lipstick			
Make-up base			

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