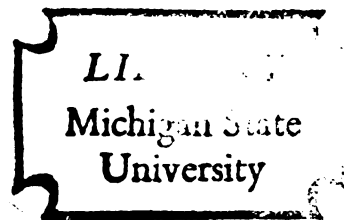


SELF-ACCEPTANCE AND
ACCEPTANCE BY PEERS

Thesis for the Degree of Ph.D.
MICHIGAN STATE UNIVERSITY
NAUM RUSE TODOROSKI
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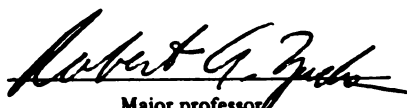
SELF-ACCEPTANCE AND ACCEPTANCE BY PEERS

presented by

Naum Ruse Todoroski

has been accepted towards fulfillment
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Major professor
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ABSTRACT

SELF-ACCEPTANCE AND ACCEPTANCE BY PEERS

By

Naum Ruse Todoroski

The present study was designed to investigate the relationship between self-acceptance and acceptance by peers. The basic hypothesis was that there is a positive reciprocal relationship between self-acceptance and acceptance by peers. It was also hypothesized that the relationship between self-acceptance and acceptance by peer-intimates will be stronger than the relationship between self-acceptance and acceptance by peer-nonintimates.

A questionnaire, composed of a self-acceptance measure and socio-metric measures of acceptance by peers was administered twice over an eight week period to 177 college girls in residence in four sororities.

The cross-lagged panel correlation technique was applied to test the basic hypothesis and the related ones. The correlations obtained were in the expected direction, but were not statistically significant. Therefore, the hypothesized relationship was not confirmed; it was concluded that there is no significant positive relationship between self-acceptance and acceptance by peers among college sorority girls. The interaction of the following three factors was assumed to play a role for the obtained correlations:

- (1) Self-acceptance is a fairly stabilized characteristic by age twenty; thus acceptance by peers is not as influential a modifier of self-acceptance as it would be earlier in life.
- (2) Sororities serve a peer-intimate group function for all their members. Since everyone is highly accepted by peers

and is aware of it, the girls are perhaps motivated to look for other opportunities to prove their self-worth (i.e., they might be oriented toward opportunities where both possibilities of being accepted or rejected exist).

- (3) A truncated range of scores on the acceptance by peers variable (i.e., the absence of negative ratings of indifference and rejection) attenuated the relationship.

Statistically significant sociometric differences were found between peer-intimates and peer-nonintimates. Thus a sorority girl actually accepts, expects to be accepted, and actually is accepted more highly by her peer-intimates than by her peer-nonintimates. It was also found that discrepancies among sociometric acceptance ratings were significantly lower for peer-intimates than for peer-nonintimates. Thus a sorority girl predicts more accurately ratings given to her by her peer-intimates than by her peer-nonintimates. Further it was found that one's sets of peer-intimates and peer-nonintimates change over time in regard to the number of persons in the set and in regard to who those are who constitute the set. The speculation was that those who remain over time in the set (core intimates) are satisfying deeper personality needs, and those who are in the set only for a limited period (functional intimates) are there more specifically because of the reinforcements offered by the situation, activity, or task. These findings are supportive of a peer-intimate approach in the study of the relationship between personality and social interaction, since it is reasonable to expect that peer-intimates and peer-nonintimates may have different impact on personality.

The following findings not directly related to the original hypotheses were reported:

- (1) The awareness of acceptance by peers was significantly positively related to self-acceptance, actual acceptance of, expected acceptance by, and actual acceptance by peers.

- (2) Significant positive correlations were obtained between expected acceptance of peers, and self-acceptance with actual acceptance of peers; and between importance of the group as seen by the individual and expected acceptance by, and actual acceptance of peers. This finding is supportive of personality consistency.
- (3) Actual acceptance of, and expected acceptance by peers are significantly positively related to actual acceptance by peers.

SELF-ACCEPTANCE AND ACCEPTANCE BY PEERS

By

Naum Ruse Todoroski

A THESIS

**Submitted to
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To my parents, my wife Vasilka and son Sasho

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INTRODUCTION

The studies about relationships between personality dimensions and social-interaction variables stem from the tendency to explain certain personality phenomena as a result of social interaction on the one hand, and to explain certain social-interaction phenomena as a result of personality factors, on the other. Besides theoretical interest about the relationship between personality dimensions and social-interaction variables, there is considerable interest about this relationship from the practical point of view in terms of actions which can be taken, especially in manipulation of social-interaction variables, in order to influence some changes in personality.

The present study was designed to investigate the relationship between self-acceptance and acceptance by peers, among college sorority girls in order to answer two basic questions:

- (1) Is there any relationship between self-acceptance and acceptance by peers? and
- (2) If there is any relationship between self-acceptance and acceptance by peers, what is the nature of it? Is it an interactional or one-way relationship?

A. THEORETICAL OVERVIEW, PROBLEM, AND HYPOTHESES

1. Theoretical Overview

a. Personality dimensions and social interaction

Mann (1959) in his critical and comprehensive review of the studies of the relationships between personality and performance in small groups pointed out that there are three conceptual approaches to this problem: the first one being primarily focused on the relationship between the individual's personality and his goal-directed behavior in groups; the second being focused on the relationship between the individual's personality and the way in which he is perceived and judged by his peers; and the third one focusing on the processes by which an individual volunteers or is selected to occupy various positions and perform various roles in the group. In his review of studies done in this area from 1900 through 1957, Mann grouped personality dimensions in the following categories: intelligence, adjustment, extroversion-introversion, dominance, masculinity-femininity, conservatism, and interpersonal sensitivity; he grouped status and behavior variables in the following categories: leadership, popularity, total activity rate, task activity, social-emotional activity, and conformity. After detailed examination of the relationships between personality dimensions and status and behavior variables, Mann concluded that:

--intelligence is positively related to total activity rate, leadership, popularity, and positive social-emotional activity; and negatively related to task activity and negative social-emotional activity.

--adjustment is positively related to leadership, popularity, total

activity rate, and positive social-emotional activity; and negatively related to the negative social-emotional activity. The relationship between adjustment and conformity is altered from positive to negative when the shift is made from self-ratings as measures of adjustment to other techniques.

--extroversion is positively related to popularity, total activity rate, and leadership.

--dominance is positively related to the total number of initiated task contributions, and leadership; and negatively related to conformity.

--masculinity is positively related to leadership and popularity.

--conservativism is positively related to popularity and negatively related to leadership.

--interpersonal sensitivity is positively related to leadership and popularity.

In addition Mann examined whether the relationships of intelligence, adjustment and extroversion with leadership are altered depending on some situational factors such as: nature of the population from which the sample has been drawn, sex, history of the group (experimental ad hoc versus natural ongoing groups) and the size of the group. When different measurement techniques are used with groups from different populations and sizes, the relationships are altered. The relationships are not altered as a result of sex or previous history of the group.

In a more recent review Marlowe and Gergen (1969) have found that there is a tendency in research to treat personality variables as independent and social interaction variables as dependent. In respect to the impact of the situational variables on the relationship between personality and social interaction Marlowe and Gergen stated that "the consideration of situational variables alone, without respect to the interaction of situation and person-

ality, is a rather fruitless quest" (Marlowe and Gergen, 1969, p. 645). Marlowe and Gergen have criticized the "single-variable correlation approach" in ongoing research as being not sufficient to test basic theoretical premises. While the current experimental methodology dominant in the research on relationships between personality and social interaction suffers from inability to cope successfully with more complex relationships between variables on the one hand, "current personality theories, on the other hand, often suffer from the lack of systematic specification of the relationships among concepts, the absence of a broad data base to support basic premises, and from insufficient attention being given to the development of testable propositions" (Marlowe and Gergen, 1969, p. 642). Marlowe and Gergen have concluded that "the relationship of personality to social interaction is indeed an intimate one and, if our view of history of this relationship is correct, the relationship is likely to yield progeny of central significance in years to come" (Marlowe and Gergen, 1969, p. 645).

There are three issues revealed in the reviews of Mann, and Marlowe and Gergen which are relevant to the problem of the present study. The first issue is the tendency in ongoing research to assume a one-way relationship between personality and social interaction where personality variables are seen as independent and social-interaction variables serve as dependent. There is room for arguing that this relationship may be mutually interdependent rather than one-way. The reasons for the assumption of mutual interdependent relationships between the variables of the present study will be discussed later.

The second issue is the fact that relationships may be significantly altered as a result of the use of different measurement techniques. This warns us to be cautious in the interpretation of results and especially in

assigning some of the effects to one or another variable while they may be simply results of errors of measurement. The third issue is insensitivity of the studies in differentiating the relationships of personality and social interaction between ad hoc experimental groups where people see each other for a few hours, and ongoing natural groups where people live together for a long time. There are some logical reasons for the assumption that the relationships between personality and social interaction are different between experimental ad hoc groups and natural ongoing groups. While dealing with attitudes and reactions of others toward an individual as a result partly of his personality characteristics, it cannot be assumed that such attitudes and reactions may exist if others have not had enough time and opportunities to know an individual, to form an attitude toward him and to display observable reactions. The problem of the previous history of the group is relevant for the present study and has been taken into consideration in the selection of subjects for the study.

b. Self-concept and self-acceptance as personality dimensions

In the last two decades there have been many studies dealing with the areas of self-concept and self-acceptance. The terms self-concept, self-esteem, self-regard and self-acceptance are very often used in order to denote the attitudes and feelings of an individual toward himself and his readiness to accept himself. Definitions of these concepts are still on an operational level.

Wylie (1961) has pointed out that although there have been a large number of studies done in this area, "there is a good deal of ambiguity in the results, considerable apparent contradiction among the findings of various studies, and a tendency for different methods to produce different results. In short the total accumulation of substantive findings is dis-

appointing, especially in proportion to the great amount of efforts which obviously has been expended" (Wylie, 1961, p. 317). According to Wylie, one of the reasons for the failure of empirical studies "lies in the scientific shortcomings of all those personality theories which emphasize constructs concerning the self" (Wylie, 1961, p. 317). Wylie has also pointed out that the research methodology in this area has weak points, which together with shortcomings in existing theories, contributes to the situation which may be described as nearly chaotic.

Although the overall situation in self-concept research is far from satisfactory, there are some results of significance. Thus Brownfain (1952) reported a study supporting the notion of the existence of self-concept as a dimension of personality. He found that self-concept has different stability across subjects and that it is related to adjustment, self-esteem, self-acceptance, defensiveness, inferiority, nervousness and popularity in the peer group. Klausner (1953) reported a study about the relationship between self-concept and social class. He assumed that self-concept is developed through social-interaction, and since experiences in social-interaction among subjects who belong to different social classes differ, their self-concept will also differ. The results of his study were supportive of his hypotheses.

Ausubel and Shiff (1955) supported the notion of the existence of what they called socioempathic ability and found that one's ability to perceive his own sociometric status and others' sociometric statuses were unrelated to each other, but positively related to social effectiveness. Boys and girls were different in respect to socioempathic abilities, girls being able to predict more accurately the ratings given to them by other girls, as compared to boys. Girls also were superior in comparison to boys in perception of

sociometric statuses of others of the opposite sex. Ausubel and Shiff reported a normal distribution of socioempathic ability in both cases: perception of one's own status or perception of others' statuses.

Friedman (1955) reported a study about phenomenal, ideal and projected self-concepts in normals, neurotics, and paranoids. He found that positive attitudes toward self among normals were based on realistic perception of themselves, positive attitudes toward self among paranoids were based on self-enhancing defenses and unrealistic self-appraisal, and negative attitudes toward self among neurotics were based on realistic perception of disturbances within themselves. Friedman recommended a combination of phenomenological and projective approaches in studies of self-concept, because exclusive use of either one may be misleading.

Akeret (1959) has pointed out that self-concept is composed of various dimensions. In his study college students responded to 100 Q sort statements which had been divided in four areas by expert judges. He found that these four aspects--academic values, interpersonal relations, sexual adjustment and emotional adjustment--are differently accepted and not significantly correlated among themselves. However all four aspects were significantly correlated with total self-concept (the sum of the four sub-areas). Akeret interpreted this result as an indication that an individual may accept some aspects of himself, while rejecting some other aspects; therefore it is not appropriate to expect that an individual accepts or rejects himself completely. Another possible interpretation of Akeret's results was offered by Lowe (1961). He suggested that Akeret's results may be an indication that some areas of self-acceptance are more central to the self-concept than other areas since different aspects of self-acceptance were related in different degree to the total self-acceptance.

Cline and Richards (1960) have stated that it is possible to obtain a measure of ability to judge others accurately which is reliable and general over a variety of judging instruments. This ability is composed of two relatively independent components: sensitivity to generalized other and interpersonal sensitivity.

Engel (1959) reported a study about the stability of self-concept of adolescents. Subjects were tested twice over a period of two years. Engel found that self-concept was relatively stable over two years and that subjects with a negative self-concept at the first testing had a less stable self-concept than subjects with a positive self-concept. Subjects with a negative self-concept on both testings and those who shifted toward a negative self-concept on the second testing showed more maladjustment on the Pd and D scales on MMPI.

In spite of some differences in approaches to the study of self-concept and self-acceptance, the authors of the above mentioned studies have assumed that self-concept and self-acceptance have real existence, and since they exist the task is to measure, understand, and explain them. The tendency of taking for granted the existence of the self-concept as a dimension of personality was seriously questioned by Lowe (1961) in his paper addressed to the question "whether the self is an objective reality which is a fit field for psychological research, or whether it is a somewhat nebulous abstraction useful only to give a theoretical basis to things the psychologist could not otherwise understand" (Lowe, 1961, p. 326). Lowe has concluded his critical analysis stating that the self is more artifact than fact and that it serves as an answer to the question about the uncertainties of experience. The self according to Lowe is "an artifact which is invented to explain experience" or "in Buberian terminology, the self is an It, which man invents because he

cannot find a Thou" (Lowe, 1961, p. 334).

We are all aware of the introspective evidence of the existence of the self as a substantive entity; the experience we have does not justify Lowe's criticism. One question is the research about self-concept; another question is whether such a thing as self-concept exists. As far as the research is concerned, results are far from being satisfactory; as far as the existence of the self is concerned, as James (1890) has pointed out, there is no doubt that the self as such exists, mainly as an awareness of many things and characteristics that belong to us. However the problem remains about how best to study the development of the self-concept, its antecedents and consequences. The study of the self-concept is not so easy because, as James has already stated, "we are dealing with fluctuating material" and a person is at the same time in the role of knower and object known, knower being what James calls "I" and known being what James calls "Me." Therefore the study of the self-concept has all the limitations which the introspective method in psychology has, and whatever innovations in methodology may be introduced, the basic source of data for the study of self-concept remains self-introspection and self-reporting.

To recognize the limitations of the method seems to be the first step toward better use of results obtained through its use. Such a recognition may be helpful in establishing more precisely the definition of the variables being studied, and if it were applied in the research of self-concept as Wylie (1961) has noted, it would be more appropriate to call many studies done in this area studies about reports of self-concept, rather than studies about self-concept.

There is a need for distinguishing between the terms of self-concept and self-acceptance, because these terms are frequently used as though they

have common meaning. The self-concept refers to the concept of "ME" or empirical self of W. James, who wrote in 1890:

A man's Self is the sum total of all that he CAN call his, not only his body and his psychic powers, but his clothes and his house, his wife and children, his ancestors and friends, his reputation and works, his lands and horses, and yacht and bank account. All these things give him the same emotions. If they wax and prosper, he feels triumphant; if they dwindle and die away, he feels cast down, --not necessarily in the same degree for each thing, but in much the same way for all.

(James, 1950, Vol. I, pp. 291-292; italics James')

The "ME" or empirical self according to James includes: material self, social self or as James says social selves because there are as many social selves as there are people with whom a person interacts, and spiritual self which may be called a conscious awareness of one's own experience.

The empirical self or "ME" does not include an evaluative component. When evaluation of worthness of "ME" or one's characteristics, experiences, and possessions is involved, we have another component of self, the component which James calls "I." "I" in the broader sense is the self as knower, while "ME" is the self as known. The results of the self evaluations or evaluations of "ME" by "I" are different degrees of self-satisfaction or self-dissatisfaction.

The self-satisfaction is a step closer to the concept of self-acceptance. The self-concept or "ME" is the starting point; then comes "I" and self-evaluation, and as a result of that comes self-satisfaction or dissatisfaction. It is not so easy to distinguish self-satisfaction from self-acceptance because they may correspond quite well. One distinction that can be made is that self-acceptance is a somewhat broader concept than self-satisfaction. Self-satisfaction is primarily emotional experience, and self-acceptance incorporates that emotional experience of self-satisfaction and adds to it some sort of cognitive awareness of what is already experienced. That cogni-

tive awareness of emotionally experienced self-satisfaction as a result of evaluation of "ME" is self-acceptance as it is understood in the present study. In other words, self-acceptance is an outcome of the evaluation of the self as one perceives it, feels about it, and holds attitudes toward it.

c. Measurement problems of self-acceptance

The main reason for discussing here the problems involved in the measurement of self-acceptance instead of discussing them later in the Method Section stems from the fact that there is evidence that some differences in results of different studies may be due to different measurement techniques rather than instability of the dimension itself. Thus the results of the studies of relationships between self-acceptance and other personality and social-interaction variables can be better evaluated after a brief review of the measurement problems in self-acceptance.

One of the earliest studies related to this area deals with errors in self-judgment. Jackson (1929) reported that subjects who are more intelligent make more accurate judgments of themselves than the less intelligent, that the less intelligent subjects judge more accurately their undesirable traits than desirable traits, and that less conceited subjects judge themselves more accurately than more conceited subjects. Gross (1948) published his work on the construction and partial standardization of a scale for the measurement of self-insight. Dymond (1949) reported about her scale for the measurement of empathic ability. Many other studies have been published in which Q-sortings, adjective lists, semantic differential and questionnaires were used in order to measure self-concept, self-acceptance, self-insight, self-esteem, self-satisfaction, socioempathic ability, etc. One of the earliest attempts to compare results obtained by use of different inventories was reported by Omwake (1953). She had administered anonymously three inventories of self-acceptance and acceptance of others : Berger's scale of acceptance of

self and acceptance of others; Philip's questionnaire of attitudes toward self and others; and the Index of Adjustment and Values by Bills, Vance, and McLean. She found that measures of self-acceptance revealed by those three inventories agreed more closely than measures for acceptance of others revealed by the same inventories. Kenny (1956) discussed the influence of social desirability on discrepancy measures between perceived self and ideal self. Since most measures of self acceptance are based on discrepancies between perceived self and ideal self, his conclusion, that the control of the social desirability of items is an indispensable aspect of studies in this area, emerges as an important one. Crowne, Stephens and Kelly (1961) concluded that different measures of self-acceptance based on self-ideal discrepancies, adjective lists and self-rating scales are moderately correlated among themselves. While these measures of self-acceptance are moderately correlated with measures of adjustment and dependency, a consistent correlation was found between self-acceptance measures and social desirability. As Crowne and Stephens stated (1961), most of the instruments used in measurement of self-acceptance were constructed initially for the purpose of testing a specific hypothesis in a particular study, and later they were uncritically and continuously used in research without evaluation of their psychometric weaknesses. One of the reasons for the failure of self-acceptance research, according to Crowne and Stephens, is that there has been a lack of efforts in development, standardization and validation of tests in this area. Block (1963) has argued that Crowne and Stephens have reached very unfavorable conclusions regarding the equivalence of different measures of self-acceptance because of a neglect to correct for attenuation, for if this correction is applied, a more favorable picture will show up.

However even if the different measures of self-acceptance based on the discrepancy between reported real-self and reported ideal-self will reveal equivalent results, the problem remains whether such measures may be viewed as valid measures of self-acceptance. The problem lies in the fact that the degree of discrepancy between reported real-self and reported ideal-self is only an indication of that discrepancy. In other words, a person's perception of what he is differs from what he wants to be, but does not reveal whether a person accepts himself as he is or not. It is possible that a person may perceive some discrepancies between his real-self and his ideal-self and still be getting along quite well with himself. In short, he accepts himself as he is and still has a different ideal of what kind of person he would like to be. The measures based on the discrepancy between real and ideal-self do not take into consideration such a case as the one mentioned above and take the degree of discrepancy as an indication of the degree of self-acceptance. However, the existence of such cases is very possible. This in turn not only raises questions concerning the validity of such measures, but also questions the value of results obtained through the use of such measures.

The fact is that the majority of existent measures of self-acceptance are based on discrepancies between the reported real-self and the reported ideal-self. It was already stated that the discrepancy itself may not be accepted as a valid measure of self-acceptance. This notion was taken into consideration in the choice of instruments for the collection of data for the present study.

d. Relationships of self-acceptance to other personality and social interaction variables.

Keeping in mind that there are unsolved problems in adequate definitions and measurement of self-acceptance as a dimension of personality, we will dis-

cuss in this section the results of some studies which relate the concept of self-acceptance to some other personality and social-interaction variables.

Self-acceptance and progress in therapy. The studies about changes of self-acceptance during the therapy were stimulated by the Rogerian theory of personality and client-centered therapeutic approaches as well.

The important conclusion which stems from these studies is that self-acceptance is a changeable rather than a fixed dimension (Rainy, 1948; Sheerer, 1949; Taylor, 1955). Controversy arises as to which factor changes should be primarily attributed: to the therapeutic process itself, or to the intensive introspections and self-descriptions required in repeated Q-sortings. A third possibility which was considered in the present study is that changes of self-acceptance may be partially due to social interaction.

Self-acceptance and adjustment. Numerous studies have been done about relationships between self-acceptance and adjustment. A positive relationship between self-acceptance and adjustment was reported by Brownfain (1952), Calvin and Holtzman (1953), Smith (1958), Nahinsky (1958), and Guernsey and Burton (1963). In these studies positive and linear relationships were found between self-acceptance and adjustment, higher self-acceptance resulting in better adjustment. Chodorkoff (1954) has questioned the linearity of the relationship between self-acceptance and adjustment and has demonstrated that the relationship between correspondence of ideal self and perceived self, and adjustment is curvilinear. Chodorkoff found that it is true that the highest correspondence between ideal and perceived self goes along with the best adjustment, but that the reverse is not true, that the lowest correspondence between ideal and perceived self goes along with the lowest adjustment. Eastman (1958) found a positive relationship between marital happiness and self-acceptance and speculated that self-acceptance stems from the experi-

ences of early childhood and may be considered as an intervening variable between childhood experiences and marital happiness. Lepine and Chordorkoff (1955) reported findings of positive relationships between expressed feelings of adequacy and correspondence of perceived and ideal self. Subjects who were more self-accepting were found to be less dependent on others' judgment of their past performance in goal setting behavior than those who were less self-accepting. However, there were no significant relationships between goal setting behavior and correspondence of perceived and ideal self or expressed feelings of adequacy.

Self-acceptance, identification, and sex. Lockwood and Guernsey (1962) reported a study about relationships between identification and empathy, as well as between self-dissatisfaction and adjustment. They found significant relationships for boys but not for girls. Boys who identified more closely with their fathers were better adjusted and less dissatisfied (more self-accepted). Martire and Hornberger (1957) reported a study about differences between men and women in relationships between self, ideal-self and social-self. Correlations among these three selves were lower for women than for men due mainly to the tendency among women to see their social selves as being more different from expectations of society than was the case for men.

The results of the studies of relationships between self-acceptance and identification (although significant only for boys) are supportive of the notion that self-acceptance is the outcome of early childhood experiences of acceptance by significant others, if we assume that identification is based on mutual acceptance of involved persons.

Self-acceptance and acceptance of others. The relationship between self-acceptance and acceptance of others has been studied very intensively in recent years. Positive relationships between self-acceptance and acceptance

of others was reported by Omwake (1954), Stock (1949), Sheerer (1949), Berger (1952), and Suinn (1961). Also it was found that acceptance of others is related to other personality and social-interaction variables in a similar way as self-acceptance. An interesting attempt was made by Suinn (1961) to apply learning theory in the study of self-acceptance and acceptance of others. He considered self, father and teacher as a stimulus object in his study where high school male seniors were asked to describe themselves, their fathers, and their male teachers using Q-sortings. He hypothesized that responses associated with self would be generalized to other stimulus objects (father and male teacher) as the result of the degree of perceived similarity between self and the object, degree of self-dissatisfaction and degree of involvement with the other stimulus objects. His findings support the notion that self-acceptance is significantly related to acceptance of the father and the teacher, and that the perceived similarity is a significant variable influencing generalization of self-accepting responses to other objects. He did not find support that self-dissatisfaction and degree of involvement with the objects were effective in influencing generalization of self-accepting responses among his subjects.

The studies of relationships between self-acceptance and acceptance of others pointed out the social-interaction component of self-acceptance. There is an implicit assumption that acceptance of others is more of an outcome of self-acceptance in these studies and in Suinn's attempt to apply learning theory as an explanation of this relationship. However, it is possible to think also in terms of reciprocally interdependent relationships between self-acceptance and acceptance of others where acceptance by others may also influence self-acceptance.

e. Acceptance by the group

Sociometric technique is frequently used in the studies about personality characteristics of those who are accepted or rejected in the group. Norman (1953) reported findings that accepted individuals have better insight into themselves than rejected individuals. Individuals accepted in the middle degree in the group have better perception of their status in the group than those highly accepted or those rejected. The highly accepted subjects tend to overestimate others. Webb (1952) found considerable disparity between self-ratings and ratings by others of some personal traits. Singer (1951) reported findings of nonsignificant positive association between an individual's popularity and his tendency to perceive more preferences toward himself from those whom he himself preferred. Singer found markedly negative and almost significant association between an individual's popularity and accuracy of his perception of his standing in the group, and a negative association between his tendency to empathize with those whom he preferred and his awareness of their actual position within the group. Lundy, Katkowski, Cromwell and Shoemaker (1955) have found that subjects tended to describe their best liked friends with self-accepting items and to describe their least liked friends with self-nonaccepting items. Fiedler, Warrington and Blaisdell (1952) found that there is no evidence to support the notion that the subject will be actually more similar to his best liked friends than to his least liked friends. Also there were no significant differences found in the manner of perception between liked and disliked subjects in the group.

Mill (1953) studied personality patterns of socially accepted and socially rejected individuals. He used the sociometric method to obtain two groups for comparison and the MMPI, Rorschach, TAT, self-rating scale and Rokeach Map Technique in order to obtain data on personality characteristics.

Socially rejected individuals were as a group more disturbed, tended toward distorted interpretations of their environment and exhibited a test pattern similar to psychopathic deviation. They were more anxious, felt more inadequate, inferior, dissatisfied and were more hostile and aggressive toward their environment. Also, rejects were found to be more inconsistent in their self-concept. On the other hand, socially accepted individuals tended to be more healthy, less defensive, with more consistency in self-concept and more conductive in improving their relations with others. Kidd (1953) found two general personality traits to be barriers to acceptability in the group. Those individuals with a superiority complex were not enough motivated toward achievement of acceptance in the group, and those with an inferiority complex have low insight in values, definitions and expectations of the group which, along with defensiveness and overcompensation tendencies that dominate in their behavior, was a serious barrier to their acceptability in the group. As Kidd stated, acceptability is best related to one's ability "to put himself in the other fellow's shoes." Dittes (1959) reported a study about relationships between self-esteem and acceptance by the group on the one hand and attractiveness of the group on the other hand. He concluded that those "persons made to feel well accepted in a group found the group more attractive than did those made to feel poorly accepted. But this difference was significantly greater among persons with low self-esteem than among persons with high self-esteem, low self-esteem being taken as an indication of strong need for acceptance" (Dittes, 1959, p. 82). Dittes further concluded that the attractiveness of a group is determined by the multiplicative relation of the need of the individual for acceptance and the available gratification of that need in the group.

Studies about personality characteristics of those accepted and rejected by the group revealed the fact that acceptance by the group is a factor which is significantly related to some personality dimensions among which is self-acceptance. The studies are not clearly explicit about the nature of the relationship; namely, whether acceptance by the group is an outcome of personality characteristics of those accepted or rejected, whether some personality characteristics are influenced by the acceptance by the group or whether the relationship is reciprocally interdependent, as it was assumed in the present study.

One support for the assumption of reciprocity in the relationship between self-acceptance and acceptance by peers comes from role theory. Role theory assumes that the relationship between personality and role is reciprocal.

Deutch and Krauss (1965) have stated:

On the one hand a person may be predisposed by virtue of his personality to occupy certain statuses. Or put another way, the roles associated with specific positions may serve as a vehicle for the gratification of important personal needs. . . . On the other hand, the values and attitudes associated with particular statuses may themselves be incorporated into the structure of an individual's personality and thus exert a pervasive influence across the totality of his social interaction. . . . Role theorists . . . have developed and employed the concept of self as a cognitive structure which emerges from the interaction of the human organism and its social environment. . . . In the process of interaction with his social environment a person not only takes on characteristics as a consequence of the roles he enacts, he also begins to experience sense of self. He begins to recognize that others react to him, and he begins to react to his own actions and personal qualities as he expects others to react.
(pp. 180-181)

2. Problem

The problem of the present study is the relationship between self-acceptance and acceptance by peers within a college student population. As

far as the author knows, there is no study in the literature addressed directly to this problem. Self-acceptance is considered as a personality variable and acceptance by peers is considered as a social-interactional variable. The tendency in the studies in this area has been to consider personality variables as independent and social-interactional variables as dependent. In the present study, the relationship between self-acceptance and acceptance by peers will be considered as a reciprocal, interdependent one.

The development of the self-concept is the outcome of social interaction experiences in the earliest phases of childhood. Particularly important are those childhood experiences which come from the interaction with significant primary objects. Positive experiences of acceptance by primary objects will result in the development of a stable self-concept, and consequently, higher self-satisfaction and self-acceptance. Experiences of rejection by primary objects will result in the development of an unstable self-concept, and lower self-satisfaction and self-acceptance, will be the outcome.

Historically speaking, the relationship between self-acceptance and acceptance by others begins as a relationship where acceptance by others is a more independent and self-acceptance is a more dependent variable. Later, in the course of his life, an individual is engaged in many relationships with others, and those others are different from primary objects. Acceptance or rejection by others at these later times may reinforce or interfere with earlier childhood experiences. It is worth noting that others' acceptance or rejection of an individual with an already formed self-concept is different from acceptance or rejection of the baby by primary objects. While acceptance or rejection of the newborn baby by the primary objects is mainly due to the personality characteristics of the primary objects themselves and very little

to the baby, in the case of acceptance or rejection of an individual with an already formed self-concept the acceptance is partially due to the personality characteristics of those who accept or reject, and partially due to his own personality characteristics (e.g., feelings, attitudes and behavior toward others which provoke certain reactions by them).

In the present study the relationship between self-acceptance and acceptance by others will be considered as reciprocally interdependent but also as changeable. The assumed changeability of this relationship is speculated to be a result of the changeability of its components. First of all, self-acceptance as a personality characteristic is changeable, as well as acceptance of others and by others. Also, an individual in the course of his life is exposed to different experiences of acceptance and rejection as a result of his being involved in many groups. Changeability of self-acceptance, as well as changeability of acceptance by others as a result of influences of other personality and social-interaction factors, are determinants of the dynamic changeability of the relationship between self-acceptance and acceptance by others. By the changeability of the relationship between the self-acceptance and the acceptance by others we mean two things. The first is that no individual will have the same degree of self-acceptance or will be accepted in the same degree by others all his life, regardless of changes in the group to which he belongs. The second is that no group will exhibit the same degree of acceptance of individuals all the time, regardless of changes in their personal characteristics. Therefore, in the present study the relationship between self-acceptance and acceptance by peers will be considered as one phase of development of individuals and group, as well as a changeable relationship which has a history and a future as well.

The variable "acceptance by others" should be defined more precisely.

"The others" involves many people with whom an individual interacts during his life in different situations. Aside from parents, one of the most powerful influences of others upon an individual, and more precisely upon his self-concept and consequently his self-acceptance, comes from the interaction one has with his peers. There are several factors which facilitate the influence of peers upon an individual such as: propinquity, similar values, norms and beliefs, similar age, social statuses, roles and tasks, and membership in formal and informal groups.

It may be useful at this point to make the distinction between the peer group or group of peers on the one hand and set of peers on the other hand, as it has been made by Rossi (1966). According to Rossi, "There have been two broad types of strategies employed in the definition of groups: one concerned with 'peer groups' and the other with 'sets of peers'." In the first approach "once groups are identified, individuals are placed as members within such groups. The second approach--the individual-centered strategy--prefers to define for each individual the set of persons who are his peers without too much attention to the interconnections among such peers" (Rossi, 1966, p. 191). In the present study the set of peers approach was applied, although with some restrictions. The main limitation was that the set of peers for each individual was obtained from a defined group which does not necessarily involve all his peers. That set of peers was, in a sense, a sample set of peers rather than the set of all his peers.

Since the present study deals with college students, Rossi's statement about peers that "in the college environment his [the student's] peers are his fellow students and particularly those students with whom he is in contact and whom values in some way, even negatively" (Rossi, 1966, p. 198) seems to be very appropriate here. It may be added that one's peers are not only

those with whom a person is in contact, and whom he values; but also those from whom a person expects to be valued and those whose evaluations of him are of concern to him.

In this study the term "peers" refers to all members in the group. The term "peer-intimates" refers to those peers with whom a person is in frequent interaction, those whom he evaluates, and those whose evaluations of him are of concern to him. The "peer-intimates" are, in a sense, those whom Rossi calls "the set of peers." Finally the term "peer-nonintimates" refers to those peers with whom a person is not in frequent interaction, those whom he does not evaluate, and those whose evaluations are not of great concern to him. The procedure for arriving at sets of peer-intimates and peer-nonintimates will be described in the method chapter.

In order to get some more information on developmental aspects of the relationship between self-acceptance and acceptance by peers, it was decided to study groups with old and new members. Thus old members were considered to be those who had been in the group for at least six months at the time of first data collection. New members were considered to be those who were entering the group at the time of the first data collection.

There are some other factors which have impact upon the relationship between self-acceptance and acceptance by the peer group. The author has previously suggested (Todoroski, 1968) that in order to get a better understanding of the relationship between personality dimensions and acceptance by the peer group, the following factors should be considered: (1) How much importance the group which accepts or rejects has in the eyes of the individual; (2) whether the acceptance or rejection of an individual by the group is expressed in a way that may be experienced by the individual, and, if experienced, to what degree the individual is aware of acceptance or rejection. The

speculation then was that the relationship between personality dimensions and acceptance by the group will be influenced by the above mentioned factors.

In the present study the influence of the importance of the group as seen by the individual and the degree of awareness of exhibited acceptance or rejection by the group were considered. The assumption that the relationship between self-acceptance and acceptance by peers will be influenced by these two factors was tested by statistical control.

3. Hypotheses

Basic Hypothesis: There is a positive reciprocal relationship between self-acceptance and acceptance by peers.

Subsidiary Hypotheses

Hypothesis #1 : There will be significant positive cross-lagged and synchronous correlations between self-acceptance and acceptance by peers among old members of the group.

Hypothesis #2: There will be a significant positive synchronous correlation on the second testing and significant positive cross-lagged correlations between self-acceptance and acceptance by peers among new members of the group.

Hypothesis #3 : The relationship between self-acceptance and acceptance by the peer-intimates will be stronger than the relationship between self-acceptance and acceptance by peer-nonintimates.

Hypotheses 1 and 2 do not state which of the studied variables will have a stronger influence on the other. The general assumption is that the relationship is a positive reciprocal one. However, exact reciprocity in the relationship between self-acceptance and acceptance by peers is expected among normal adults. Since the subjects in the study are approaching adulthood, it was expected that the relationship will be approaching reciprocity. On the other hand, acceptance by peers appears to have a stronger influence on

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self-acceptance in the earlier periods of life. As a result of that, it was expected that acceptance by peers will have a stronger (but perhaps not statistically significant) influence on self-acceptance than vice versa among the subjects of this study.

The variables "subject's awareness of the acceptance or rejection by peer intimates and other members of the group," and "the importance of the group as seen by individual" were assumed to influence the relationship between self-acceptance and acceptancy by peers. The influence of these two variables on the relationship between self-acceptance and acceptance by peers was considered and controlled statistically.

B. METHOD

1. Design of the Study

The cross-lagged panel correlation design (Rozelle and Campbell, 1969) was adopted to collect data for testing of the hypotheses. The data were collected on two occasions over a period of eight weeks from the same subjects. Figure 1 illustrates the design of the study.

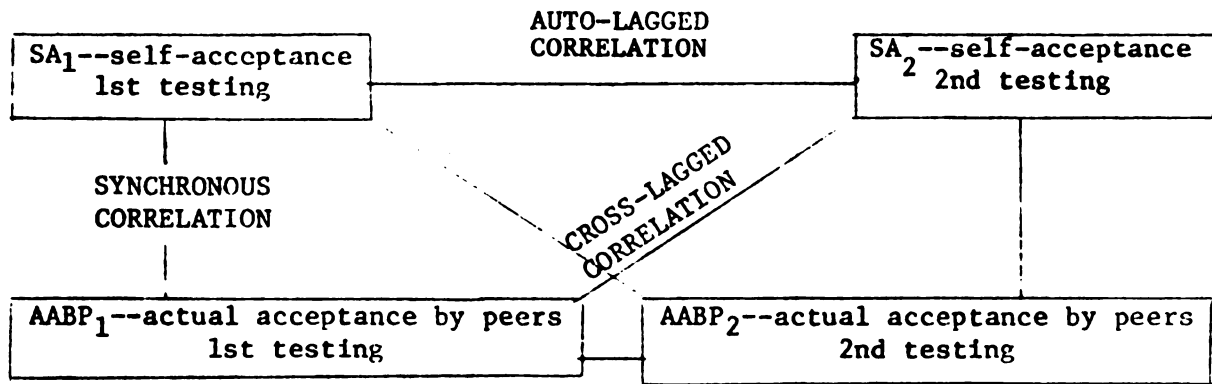


Figure 1, Design of the study

Hypothesis 1 tests whether $r_{SA_1 AABP_1}$, $r_{SA_2 AABP_2}$, $r_{SA_1 AABP_2}$, and $r_{AABP_1 SA_2}$

are significant and positive for old members of the group.

Hypothesis 2 tests whether $r_{SA_2 AABP_2}$, $r_{SA_1 AABP_2}$, and $r_{AABP_1 SA_2}$ are significant and positive for new members of the group.

Hypothesis 3 tests whether correlations between self-acceptance and acceptance by peer intimates are higher than correlations between self-acceptance and acceptance by peer-nonintimates.

The cross-lagged panel correlation design was adopted because it allows for testing interactions of the relationship between self-acceptance and acceptance by peers. By comparing the cross-lagged correlations and contrasting them with synchronous correlations it is possible to establish whether the relationship is interactional. If it is not an interactional one, it is possible to determine which of the two variables is dependent and which one is independent. Thus, if the cross-lagged and synchronous correlations are of the same magnitude the relationship is interactional. On the other hand, if size of $r_{SA_1AABP_2}$ is greater than $r_{AABP_1SA_2}$, and greater than synchronous correlations, then SA variable is the independent and AABP is the dependent one.

A synchronous correlation design only allows us to establish whether a relationship exists or not, and still leaves unanswered the question of interaction or the dependency direction of the relationship.

2. Subjects

The author (Todoroski, 1968) has previously suggested that the following criteria should be satisfied in the selection of groups of peers in order to get relevant data for the study of the relationship between personality dimensions and acceptance by the peer group: the group should be a natural ongoing group with some history of existence prior to the study which will justify the assumption that the members of the group have had an opportunity to get to know each other, and to establish interpersonal relationships of such intensity that preferences by others may be perceived and experienced by an individual; that the members of the group spend a lot of their time in the group; that the group is of definite size known by all members; and that the group's characteristics are such that one can assume it serves reference group functions for some members, if not for all of them. Considering the above

criteria, college sororities were selected as appropriate groups to be studied, and subjects were recruited from these groups.

Four sororities from a large midwestern university in the U.S.A. were included in the study. These four sororities were selected from 22 sororities at the university on the basis of their size and the ratio of old and new members in residence at the beginning of the school year. The four sororities selected were the largest and also had a membership composition that was as close as possible to the ideal of equal numbers of old and new members in residence. The larger sororities with equal numbers of old and new members were preferred for two reasons: (1) If there were across sorority differences in demographic variables, then analyses would have had to be run separately for each sorority; using small sororities it is conceivable that all the analyses would have been inconclusive solely because of low N's, and (2) Again for statistical reasons it was desirable that sufficient N's should be secured for those statistical analyses run on old as compared to new members. This was possible with larger groups with approximately equal numbers of the old and new members.

All members of the four sororities were Caucasians, and were residents of the houses.

The characteristics of the subjects in each of the four studied sororities are presented in Table 1.

As is evident from the results, the four sororities are very similar and differ significantly on only 1 out of 13 variables presented in Table 1. They differ only on the "grade point average" variable. In addition, the four sororities were similar and do not differ significantly on any of the remaining background variables not presented in Table 1, for which information was collected. This indicates that the sororities belong to the same population

TABLE 1

Characteristics of the Subjects in the Four Studied Sororities

VARIABLE	Sor. A	Sor. B	Sor. C	Sor. D	All	F	χ^2
SIZE AND PARTICIPATION IN THE STUDY							
Members on the list	51	41	56	47	195		0.35
Participated both testings	45	40	47	45	177		
CLASS LEVEL							
Freshman or sophom.	17	15	12	12	56		
Junior	21	14	20	19	74		
Senior	7	11	14	14	46		5.19
GRADE POINT AVERAGE							
3. 1.50-1.99		2	1		3		
4. 2.00-2.49	7	5	2	14	28		
5. 2.50-2.99	17	15	13	23	68		
6. 3.00-3.49	18	11	22	6	57		
7. 3.50-3.99	3	7	8	2	20		
8. 4.00 or >			1		1		
Mean	5.38	5.40	5.79	4.91	5.37		
SD	0.83	1.08	0.93	0.79	0.96	7.10**	
TIME IN RESIDENCE IN THE HOUSE							
1. Since Sept. 1970	20	27	19	22	88		
2. to 6 months		1	1	3	5		
3. 7-12 months	21	12	19	13	65		
4. 13-24 months	45		7	7	18		
5. 24 months or >			1		1		
Mean	2.20	1.72	2.36	2.11	2.11		
SD	1.12	1.24	1.22	1.19	1.20	2.17	
SIZE OF HOME COMMUNITY							
1. Farm		1	1		2		
2. 250-2,499		3	3		6		
3. 2,500-24,999	5	6	6	10	27		
4. 25,000-49,999	11	6	15	12	44		
5. 50,000-99,999	11	7	9	7	34		
6. 100,000-99,999	10	9	8	5	32		
7. 200,000 or >	8	8	5	11	32		
Mean	5.11	4.85	4.53	4.88	4.84		
SD	1.28	1.70	1.47	1.51	1.49	1.18	

Note: **p<0.01

Table 1 (cont'd.)

VARIABLE	Sor. A	Sor. B	Sor. C	Sor. D	All	F	X ²
DISTANCE FROM CAMPUS TO HOME							
1. < 20 miles	2	4	4	2	15		
2. 20-40 miles		1		4	5		
3. 41-70 miles	7	8	4	4	26		
4. 71-100 miles	22	17	22	19	80		
5. 101-200 miles	5	4	4	6	19		
6. 201-300 miles	5	1	3	1	10		
7. 301 or > miles	4	5	10	6	25		
Mean	4.31	3.97	4.51	4.11	4.24		
SD	1.36	1.61	1.70	1.54	1.56	0.99	
FAMILY INCOME YEARLY							
1. \$6,000				1	1		
2. \$6,000-9,999	1	1	1	2	5		
3. \$10,000-14,999	5	8	6	5	24		
4. \$15,000-19,999	8	10	9	5	32		
5. \$20,000-29,999	11	10	14	12	47		
6. \$30,000 or >	18	11	14	18	61		
Mean	4.93	4.55	4.77	4.84	4.77		
SD	1.14	1.17	1.12	1.34	1.19	0.75	
FATHER'S EDUCATION							
1. Some grade school			1		1		
2. GS graduate			1		1		
3. Some HS	1	3		1	5		
4. HS graduate	4	9	4	3	20		
5. Some college	10	6	9	12	37		
6. College graduate	12	7	12	15	46		
7. More than college	6	5	8	4	23		
8. Professional Training	12	10	12	9	43		
Mean	6.20	5.80	6.12	6.04	6.05		
SD	1.41	1.70	1.62	1.29	1.50	0.55	
AGE IN YEARS							
Mean	20.02	20.40	20.45	20.44	20.33		
SD	0.92	0.95	0.88	0.92	0.93	2.26	
BIRTH ORDER							
First	13	14	19	15	61		
Second	19	19	16	17	71		
Third or After	13	7	12	13	45		3.41

Table 1 (cont'd.)

VARIABLE	Sor. A	Sor. B	Sor. C	Sor. D	All	F	X ²
% OF PRESENT FINANCIAL SUPPORT BY PARENTS							
Mean	81.35	79.65	75.11	81.78	79.42		
SD	24.04	28.44	26.16	25.23	25.86	0.64	
RELIGIOUS PREFERENCE							
Protestant	35	22	30	29	116		
Catholic	6	13	9	9	37		
Other	4	5	8	6	23		6.75
HAVE A BOYFRIEND							
Yes	26	30	35	31	122		
No	19	10	12	14	55		3.97

and that statistical analysis may be run on the group as a whole, rather than each sorority separately.

3. Procedures

After the Division of Student Activities and Alumni Advisors of the sororities agreed and approved the conduct of the study, the investigator met with subjects in their Houses. At this meeting the introductory letter (Appendix 1) was distributed, questions regarding the study that subjects had were answered, and the time for the administration of the questionnaire was arranged.

The questionnaire with instruments was administered in groups by the investigator and two graduate students in psychology. The subjects not present at the time of administration were approached individually as soon as possible thereafter. The first administration of the questionnaire was completed during the first week of classes in the last week of September. The average time for answering the questionnaire was about 40 minutes.

The follow-up administration of the questionnaire was arranged with the presidents of the sororities. The items dealing with background information where there was no reason to expect changes in the elapsed interval were omitted (Appendix 2, Questionnaire, Part I, items 1 to 20). The questionnaire was administered in groups, and again, absent subjects were approached individually. The follow-up took place during the last week of November. In other words, the length of time between the first and second questionnaire administrations was approximately 8 weeks.

4. Instruments

The questionnaire was composed of (a) the Tennessee Self-Concept Scale --TSCS (Fitts, 1965), (b) the Rosenberg Self-Esteem Scale (Rosenberg,

1965), (c) a sociometric rating scale of favorableness of feelings among members of the group (Newcomb, 1961), and some items formulated for this study to get data on the importance of the group as seen by the individual, and information about background variables (see Appendix 2, Questionnaire).

The TSCS was chosen mainly for two reasons: first, it does not have the weaknesses of discrepancy measures that were pointed out in the discussion of the measurement problems of self-acceptance; and secondly, it is reported in the literature as an instrument with satisfying psychometric characteristics (Fitts, 1965). Fitts has reported a reliability of 0.92 for the total positive score, and 0.88 for the self-satisfaction score based on test-retest results with 60 college students over a two week period. Using the research evidence with TSCS, he has also inferred that the scale possesses satisfactory validity.

In the present study a reliability of 0.79 was obtained for both total positive and self-satisfaction scores on the test-retest with 177 college sorority girls over an eight week period. It was also found that the total positive score on the TSCS correlated 0.60 with the Rosenberg Self-Esteem Scale on the first and 0.64 on the second testing.

The sociometric measure for acceptance by peers was used with the expectation that it also would have satisfactory psychometric characteristics. The reliability over the 8 week period for the actual acceptance by peers measure from the sociometric rating scale was 0.81 ($N = 177$). The reliability for the actual acceptance by peer-intimates and peer-non-intimates was 0.65 and 0.42 respectively. There are two factors that account for those low reliabilities. The first factor is a statistical one. In these cases correlations of acceptance by peer-intimates and peer-nonintimates between the first and second testing are based on a restricted

range of scores. Thus correlation of acceptance by peer-intimates between the first and second testing is based on the upper part of the acceptance by peers scale, and correlation of acceptance by peer-nonintimates is based on the lower part of the acceptance by peers scale.

The second factor that accounts for attenuation of obtained low reliability for acceptance by peer-intimates and peer-nonintimates measures is the fact that the same persons were not among one's peer-intimates and peer-nonintimates on both testings. The data on peer-intimates for sorority A may illustrate this. Thus, on the average every girl in sorority A had 2.4 peer-intimates on the first and 3.6 peer-intimates on the second testing. Only 1.3 of the intimates on the first testing were among one's intimates on the second testing, and 2.3 of one's intimates on the second testing were not among one's intimates on the first testing. This was very similar in other sororities regarding the peer-intimates, and changes among sets from first to second testing were even greater for peer-nonintimates. Given the fact that there were not the same persons among one's peer-intimates and nonintimates, it is easy to understand why reliability for acceptance by peer-intimates and non-intimates was low. The implications of the changes of the set of peer-intimates and peer-nonintimates over time will be discussed in the discussion chapter.

Significant differences on sociometric scores were obtained between peer-intimates and nonintimates. This finding supports the validity of the sociometric scale.

5. Coding, derivation and computation of scores

Most of the items were precoded. The code for the length of the time in residence in the sorority house is given in Table 1.

The self-acceptance score (SA) originally was to have been the self-satisfaction score in the TSCS (second raw total). However the self-satisfaction score correlated very highly with the total positive score (0.92) on both testings. Since the self-satisfaction score is based on 30 items, and the total positive score is based on 90 items it was decided that the total positive score should be used as the measure of self-acceptance, since this estimate is a more stable one.

The sociometric scores were computed as follows:

Actual Acceptance of Peers (AAOP) is the average of ratings that a subject gives to all members in the sorority.

Expected Acceptance by Peers (EABP) is the average of ratings that a subject expects to get from all members in the sorority.

Actual Acceptance by Peers (AABP) is the average of ratings that all members of the sorority give to a subject.

Expected Acceptance of Peers (EAOP) is the average of ratings that all members of the sorority expect to get from a subject.

The mentioned sociometric scores were computed on the basis of the four existent sets of sociometric ratings. When the differences between the four sets of sociometric ratings were summed with the sign ignored and then averaged, those scores are referred to as discrepancy scores. There were 6 possible discrepancy scores computed on the basis of the four sets of sociometric ratings.

The discrepancy between the expected acceptance by peers and the actual acceptance by peers was taken to be the measure of the subject's awareness of the degree of how she is accepted by other girls in the House. For example, if subject A expected to get 80 from subject B, but actually gets 70, then the difference is 10. The expectations of subject A from all girls are compared in this way with the actual ratings that she gets from them, and the differences across all subjects are summed and averaged

with the sign ignored, which gives the discrepancy score between expected and actual acceptance by peers for subject A.

There are two different types of sociometric scores computed for each subject. When the average ratings and average discrepancies between ratings are computed, including all subjects from the sorority who have participated in the study, those scores refer to all members of the sorority or all peers. When the sociometric scores are computed, including only those who are among one's peer-intimates or nonintimates, those scores refer only to peer-intimates or peer-nonintimates.

In order to compute sociometric scores on all peers, the whole group in a sorority house was considered; in order to compute sociometric scores on peer-intimates and peer-nonintimates it was necessary to arrive at a set of peer-intimates and peer-nonintimates that were different for every subject in regard to how many girls composed the set, and who they were.

The basis for obtaining sets of peer-intimates and peer-nonintimates was three items from the questionnaire. On the first item a subject checked from the complete list of the sorority names of those whom "she is frequently with"; on the second item she checked those whom "she thinks she knows very well"; on the third one she checked those who "she thinks know her very well." For any two girls to be considered as peer-intimates it was necessary that they check each other's name reciprocally on all three items. For any two girls to be considered as peer-nonintimates it was necessary that they not check each other's names on any of the three items.

The sociometric scores were computed using the 3600 Computer at Michigan State University's Computer Center. A program developed by Dr. John Hunter for this study was used. The sociometric rating scales in the

questionnaire ranged from 0-100. In the actual computation of scores they were slightly restricted to 0-99 for simplicity. Thus all ratings having a value of 100 were considered to have a value of 99.

The score on the importance of the group as seen by the individual was obtained by the rating scale, ranging from 1-9, in which the subject was asked to indicate "how important it is for her to be well accepted by the other girls in the House."

6. Statistical Analysis

The cross-lagged panel correlation technique (Rozelle and Campbell, 1969), t'tests, and partial correlations were used for the statistical testing of the hypotheses.

C. RESULTS

1. Testing the Hypotheses

a. Basic hypothesis.

There is a positive reciprocal relationship between self-acceptance and acceptance by peers.

Table 2 presents correlations obtained in order to test the basic hypothesis.

TABLE 2

Correlations between Self-Acceptance (SA) and Actual Acceptance by Peers (AABP), All Members in Residence, N = 177

First Testing		Second Testing
SA $\bar{X} = 344.52$ SD = 32.02	0.79 ^a	SA $\bar{X} = 340.41$ SD = 30.17
	0.13	
0.13		0.12
	0.13	
AABP $\bar{X} = 75.01$ SD = 7.60	0.81 ^a	AABP $\bar{X} = 78.08$ SD = 7.68

Note: For N = 177 an r of 0.15 is required for significance at 0.05 level.

a. Reliability coefficients over eight week period.

From the results presented in Table 2, it is evident that the synchronous and cross-lagged correlations obtained between self-acceptance and actual acceptance by peers are in predicted directions, but since none of them is statistically significant the basic hypothesis was not confirmed.

The basic hypothesis was also tested by subsidiary hypotheses 1, 2, and 3. As will be shown, these hypotheses were not confirmed and failed to support the basic hypothesis.

The distribution of self-acceptance scores obtained in this study was very similar to the one obtained by Fitts with his norm sample. Thus Fitts (1965) reported for the normal subjects an average total positive score of 345.57 and $SD = 30.70$. For the subjects in the present study for the total positive score $\bar{X} = 344.52$, $SD = 32.05$ were obtained on the first, and $\bar{X} = 340.41$, $SD = 30.17$ on the second testing.

The fact that the distribution of self-acceptance scores allowed identification of some low and some high self-accepting subjects along with those with average self-acceptance, was used to check whether there is a curvilinear relationship between self-acceptance and acceptance by peers, since the linear correlations were not significant. Thus the sample was divided into six subgroups using the standard deviation on self-acceptance as a cutting point. Then the analysis of variance of acceptance by peers scores was run for those six subgroups with a different degree of self-acceptance. The F 's and eta correlation coefficients were very small and insignificant on both testings, indicating that there is no relationship between self-acceptance and acceptance by peers.

b. Hypothesis 1

There will be significant positive synchronous and cross-lagged corre-

lations between self-acceptance and acceptance by peers among old members in the group.

Hypothesis 1 was tested by correlations based on old members. Table 3 presents results for this test.

TABLE 3
Correlations between Self-Acceptance (SA) and Actual Acceptance
by Peers (AABP), Old Members in Residence, N = 89

First Testing		Second Testing	
SA		SA	
$\bar{X} = 349.26$	0.80 ^a	$\bar{X} = 342.09$	
SD = 29.60		SD = 29.51	
	0.07		0.07
0.04			
AABP	0.07	AABP	
$\bar{X} = 77.43$	0.81 ^a	$\bar{X} = 79.29$	
SD = 7.72		SD = 7.78	

Note: For N = 89 an r of 0.21 is required for significance at the 0.05 level.

a. Reliability coefficients over eight week period.

Here too the synchronous and the corss-lagged correlations between self-acceptance and actual acceptance by peers are in the predicted direction, but none of them is statistically significant. Therefore hypothesis 1 was not confirmed.

c. Hypothesis 2

There will be a significant positive synchronous correlation on the

second testing, and significant positive cross-lagged correlations between self-acceptance and acceptance by peers among new members of the group.

Hypothesis 2 was tested by correlations obtained for new members in residence. Table 4 presents these results.

TABLE 4
Correlations between Self-Acceptance (SA)
and Actual Acceptance by Peers (AABP),
New Members in Residence, N = 88

First Testing		Second Testing	
SA		SA	
$\bar{X} = 339.73$		$\bar{X} = 338.70$	
SD = 33.85		SD = 30.90	
	0.78 ^a		
0.15		0.16	
	0.15		
AABP		AABP	
$\bar{X} = 72.56$		$\bar{X} = 76.85$	
SD = 6.66		SD = 7.42	
	0.82 ^a		
	0.17		

Note : For N = 88 an r of 0.21 is required for significance at the 0.05 level.

a. Reliability coefficients over eight week period.

As the results in Table 4 show, the correlations between self-acceptance by peers for new members are again not statistically significant. Therefore hypothesis 2 was not confirmed by the results.

d. Hypothesis 3

The relationship between self-acceptance and acceptance by peer

correlations between self-acceptance and acceptance by peer-intimates and nonintimates is statistically significant. However, it is very low and counts for only 2.6 per cent of the variance and may be considered as practically nonsignificant. Comparisons between the correlations obtained for peer-intimates and nonintimates show that there are no significant differences between them. The largest z obtained for the differences between the correlations is 0.88 for peer-intimates and nonintimates on the first testing (for intimates $r = 0.07$, for nonintimates $r = 0.16$). In addition, two of the four existent nonsignificant differences are in the opposite direction from the prediction. Thus, hypothesis 3 was not confirmed by the results.

e. Interactional relationship

The basic hypothesis was that the relationship between self-acceptance and acceptance by peers is an interactional one. Hypotheses 1 and 2 did not state whether one of the variables would have a stronger influence on the other. However it was assumed that if the relationship between self-acceptance and acceptance by peers was not completely interactional, then the variable of acceptance by peers was expected to have a stronger (but perhaps not statistically significant) influence on self-acceptance.

Ordinarily the correlations presented in Tables 2, 3, and 4 would have been used to test the above assumption. Although the obtained cross-lagged correlations are supportive of the assumption that the relationship between self-acceptance and acceptance by peers is an interactional one, the fact is that none of cross-lagged as well as synchronous correlations is statistically significant. Therefore the assumption that the relationship between self-acceptance and acceptance by peers is an interactional one cannot be confirmed or disproved with the results of this study.

f. Awareness of acceptance and importance of the group.

It was assumed that (a) the subject's awareness of the degree to which she is accepted by peers and (b) the importance of the group as seen by an individual will influence the relationship between self-acceptance and acceptance by peers. This assumption was tested by partial correlations. Table 6 presents the results for the testing of the above assumption.

TABLE 6

Correlations between Self-Acceptance (SA) and Actual Acceptance by Peers (AABP) with Awareness of Acceptance (AW) and Importance of the Group (IMP) partialled out, $N = 177$

	$r_{SA,AABP}$	$r_{SA,AABP \cdot AW}$	$r_{SA,AABP \cdot IMP}$
First Testing	0.13	0.12	0.09
Second Testing	0.13	0.13	0.09

As Table 6 shows, the correlations between self-acceptance and acceptance by peers are not significantly influenced by the degree of awareness of acceptance by peers, nor by the importance of the group as seen by the individual. Thus z for the largest difference ($r = 0.13$ versus $r = 0.09$) is 0.38 which is statistically nonsignificant. Therefore the assumption that the awareness of the degree of acceptance by peers, and the importance of the group as seen by individual will influence the relationship between self-acceptance and acceptance by peers was not supported by the results.

2. Additional Findings

a. Sociometric scores for peer-intimates and peer-nonintimates

The peer-intimates approach was adopted in the present study, because it was assumed that acceptance by peer-intimates will relate more strongly to self-acceptance than will acceptance by nonintimates. Although the correlations between self-acceptance and acceptance by peer-intimates and nonintimates do not differ significantly, there are significant differences, however, in means between peer-intimates and nonintimates on sociometric scores. Table 7 presents these scores for peer-intimates and nonintimates on all sociometric scores. This means that subjects give to, expect from and actually receive significantly higher ratings from their peer-intimates than from their peer-nonintimates. Also the discrepancies among the sociometric ratings are significantly lower for peer-intimates than for nonintimates. This means that subjects are more accurate in predicting the ratings given to them by peer-intimates than by nonintimates, and also that the subjects are more congruent in what they give and what they expect to get on sociometric ratings from their peer-intimates than from their peer-nonintimates.

TABLE 7

**Sociometric Scores for Peer-intimates
and Peer-nonintimates, N = 152**

		Peer-Intimates		Peer-Nonint.		Mean	
		Mean	SD	Mean	SD	Dif.	t**
FIRST TESTING							
1.	AAOP	93.43	5.88	69.76	11.66	23.66	27.19
2.	EABP	91.67	6.18	65.74	10.44	25.93	31.35
3.	AABP	93.56	6.94	70.01	8.23	23.56	32.82
4.	EAOP	91.80	5.47	65.19	5.96	26.61	42.84
DISCREPANCIES							
5.	AAOP-EABP	5.28	5.35	11.24	5.16	5.96	12.41
6.	AAOP-AABP	7.24	6.55	18.29	6.19	11.05	16.94
7.	AAOP-EAOP	7.41	5.28	17.02	5.83	9.61	15.18
8.	EABP-AABP	7.14	5.19	16.66	4.57	9.53	17.73
9.	EABP-EAOP	6.43	4.56	14.84	4.82	8.41	15.14
10.	AABP-EAOP	5.24	3.94	11.01	3.14	5.78	14.51
SECOND TESTING							
1.	AAOP	93.98	5.63	70.82	12.22	23.16	25.34
2.	EAOP	91.95	6.41	67.74	10.77	24.20	26.41
3.	AABP	93.99	6.53	70.72	8.89	23.27	31.11
4.	EAOP	92.26	5.25	66.24	6.51	26.01	42.88
DISCREPANCIES							
5.	AAOP-EABP	4.70	4.92	10.22	5.54	5.52	9.86
6.	AAOP-AABP	6.52	6.29	18.81	6.09	12.29	7.98
7.	AAOP-EAOP	6.91	4.92	17.12	5.38	10.22	15.86
8.	EABP-AABP	7.49	6.11	17.22	5.33	9.73	15.54
9.	EABP-EAOP	7.12	5.33	14.76	4.81	7.64	12.20
10.	AABP-EAOP	4.64	4.51	10.41	3.18	5.78	12.92

Note: **p < 0.001 for all t's

AAOP - Actual acceptance of peers

EABP - Expected acceptance by peers

AABP - Actual acceptance by peers

EAOP - Expected acceptance of peers

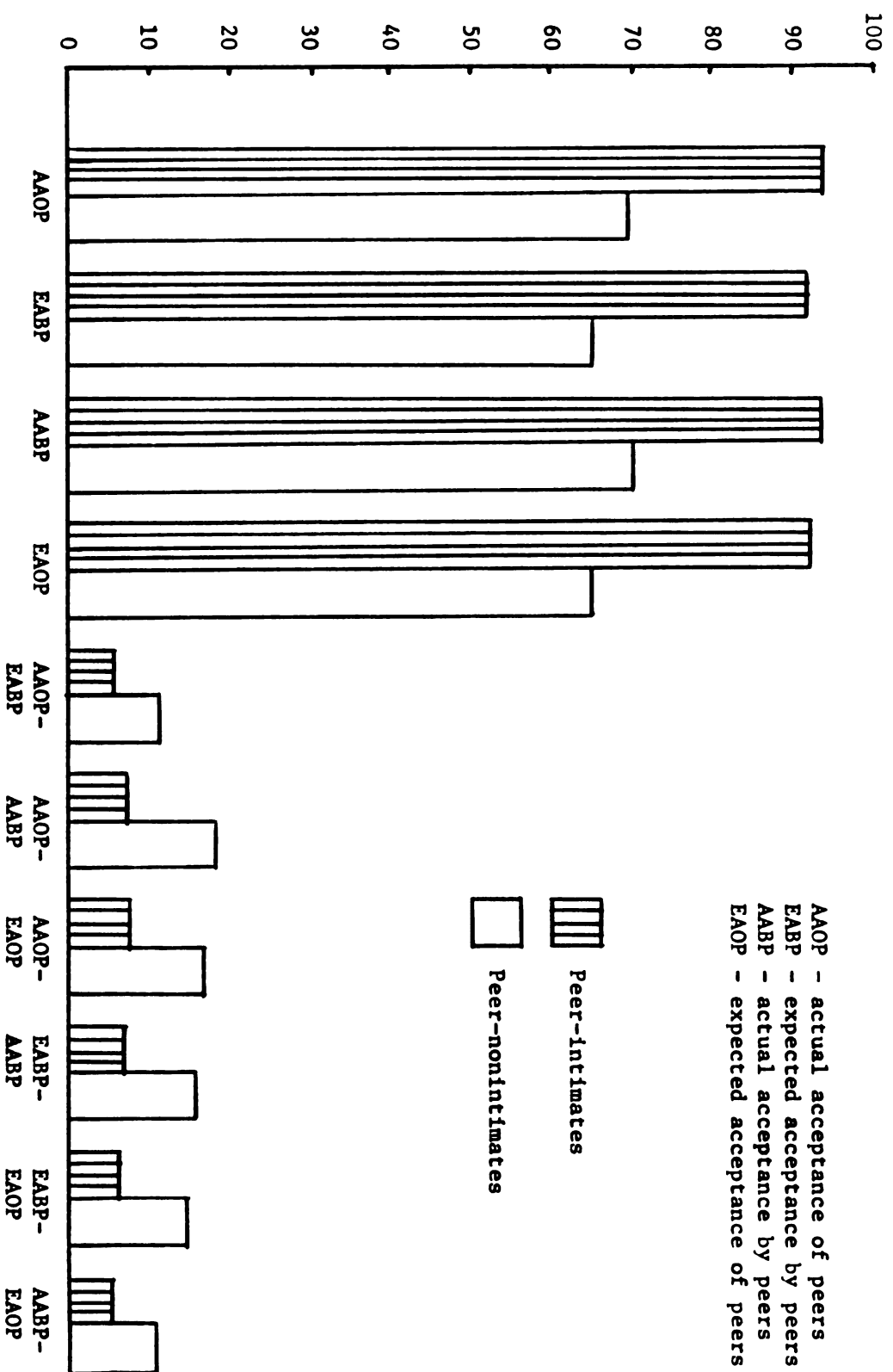


Figure 2. Sociometric scores for peer-intimates and peer-nonintimates, first testing, $N = 152$

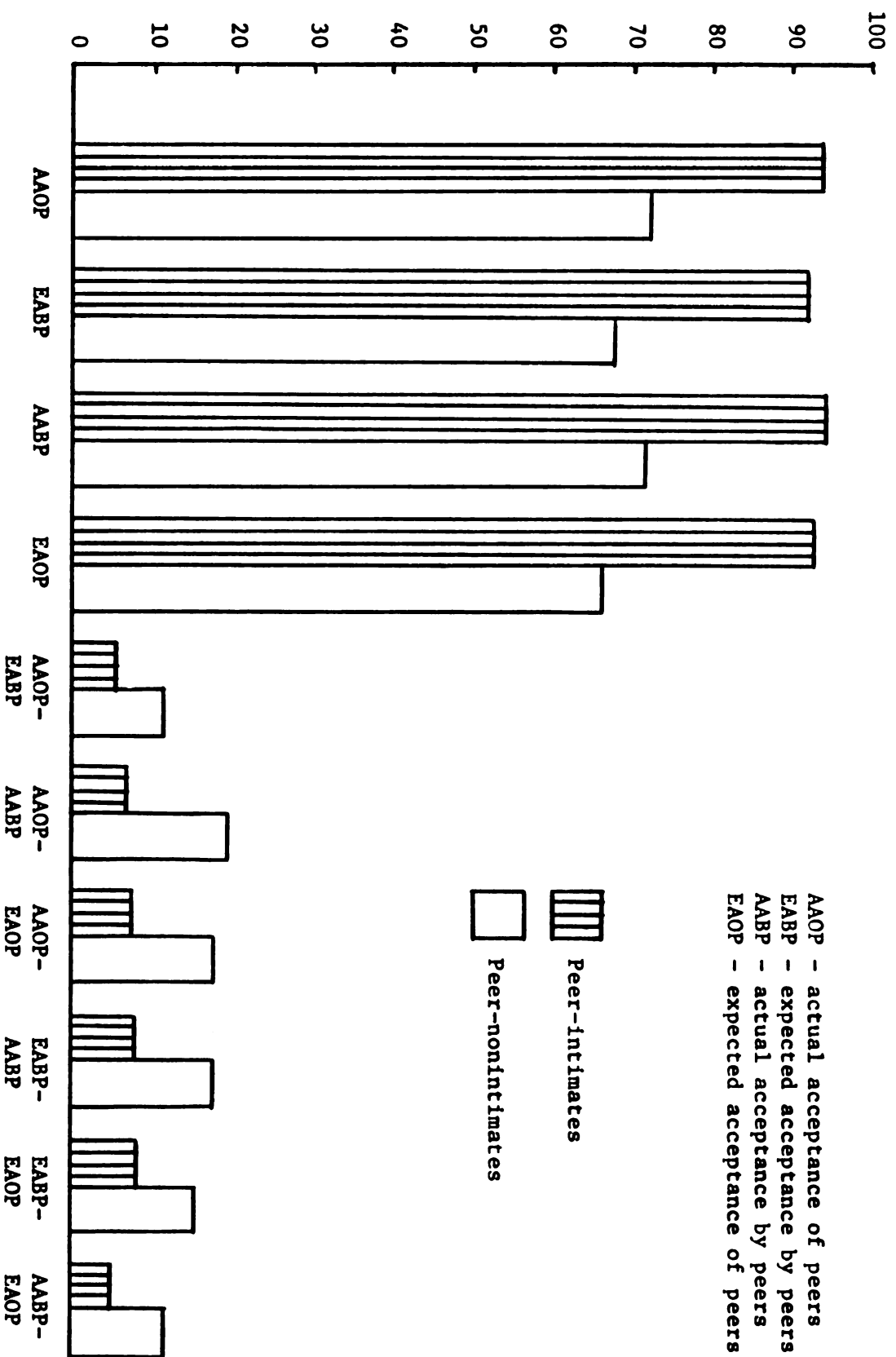


Figure 3. Sociometric scores for peer-intimates and peer-nonintimates, second testing, $\bar{N} = 152$

b. Correlations among self-acceptance and sociometric scores

Table 8 presents the correlations obtained among the various dependent measures.

TABLE 8
Correlations among Self-Acceptance and
Sociometric Scores, All Members, N = 177

	SA	AAOP	EABP	AABP	AW	IMP
-SA	0.79**	0.14	0.33**	0.12	0.19*	0.02
AAOP		0.60**	0.77**	0.32**	0.42**	0.24**
EABP			0.63**	0.41**	0.60**	0.27**
AABP				0.81**	0.24**	0.22**
AW					0.21**	0.14
IMP						0.65**

Note: Correlations presented are averaged over the first and second testing.

Diagonal - reliability coefficients
SA - Self-acceptance
AAOP - Actual acceptance of peers
EABP - Expected acceptance by peers
AABP - Actual acceptance by peers
AW - Awareness of acceptance by peers
IMP - Importance of the group

*p < 0.05

**p < 0.01

The results presented in Table 8 are supportive of the following conclusions:

--self-acceptance is significantly positively related to expected acceptance by peers and to awareness of acceptance by peers;

--actual acceptance of peers is significantly positively related to expected acceptance by peers, actual acceptance by peers, awareness of acceptance

by peers, and importance of the group as seen by the individual;

--expected acceptance by peers is significantly positively related to actual acceptance by peers, awareness of acceptance and importance of the group as seen by the individual;

--actual acceptance by peers is significantly positively related to awareness of acceptance by peers, and importance of the group as seen by the individual.

The correlations among various dependent measures based on the scores for peer-intimates, and nonintimates, have a pattern similar to the correlations based on the scores for all members (i.e., Table 8). Since there are no significant differences in the correlations between all members on the one hand, and peer-intimates or nonintimates on the other hand, the above conclusions may also apply to peer-intimates and nonintimates. Implications of these findings will be discussed in the final part of the next chapter.

D. DISCUSSION

The discussion will be focused on two basic questions: first, what are the factors that may account for the lack of positive results concerning the hypothesized relationship between self-acceptance and acceptance by peers? And second, what are the implications of the additional findings from the study?

1. Self-acceptance and Acceptance by Peers

Given that there are no significant synchronous and cross-lagged correlations between self-acceptance and acceptance by peers, and assuming that these findings are indicative of the existing reality and not artifacts, the following three factors may serve as possible explanations for the results:

(1) Self-acceptance is stabilized at age twenty. The average age of the subjects of the study at the time of the first testing was 20 years and 4 months. It may be assumed that self-acceptance is fairly stabilized at this age, and may not be influenced significantly by acceptance by peers. That is, the significant influences of acceptance by peers on self-acceptance may very well take place earlier in life.

Psychologically the sorority girls of the study are in a transition period, before assuming a responsible adult life role. Engel (1959) has found that the self-concept is pretty stabilized by the time of adolescence. For sorority girls adolescence is ending, and the college period is the time of preparation for the future. Sorority life may be seen as something

temporary, with the main attention focused on the future family life and husband. The data of the present study confirm this. Thus, among the ten listed goals in life, "being successful in family life (husband, children)" was ranked on both testings as most important by the study subjects. The fact that main attention is focused on the future (and the present is possibly seen as something temporary) may be a partial explanation of the lack of findings.

(2) The sorority as a peer-intimate group. Table 7 and Figures 2 and 3 demonstrate clearly that a person is accepted significantly more by his peer-intimates than by his peer-nonintimates. The fact that the scores on acceptance by peers are very high even when all members in the sorority are considered, suggests that the sorority as a group may serve a peer-intimate group function for its members when compared with the other groups in which sorority girls may be members. The sorority appears to be a group where a high degree of mutual acceptance exists among the members. It is also evident that the members of the sorority perceive it as a group that highly accepts them. Thus the average expected acceptance by peers is 70.88 on the first testing, and 74.55 on the second testing; and actual acceptance by peers is 75.01 on the first and 73.08 on the second testing.

What is the possible impact of the fact that the sorority is a highly acceptive peer-intimate group, (and that members are well aware that they are highly accepted) on the relationship between self-acceptance and acceptance by peers? It is possible that these two factors weaken the influence of the acceptance by peers upon self-acceptance. Taking high acceptance by peers in sorority for granted, the girls might be oriented toward looking for other opportunities to prove their self-worth; i.e.,

oriented toward other opportunities where both possibilities of being accepted or rejected exist. Acceptance by peers in a situation where rejection is also a real alternative may be more influential on self-acceptance than is the case when only high acceptance is possible.

Also, it is possible that sororities may influence the self-acceptance of the potential member before one is chosen and accepted as a member during the rushing period. For this reason it may be fruitful to study self-acceptance of those girls who are interested in entering the sorority before they are chosen or rejected, and then following them through the post acceptance-rejection period.

(3) Truncated range on the "acceptance by peers" variable. Although the sociometric rating scale was from 0-100, the subjects in the study used only a restricted range of the responses on the rating scale. Means and standard deviations for the acceptance by peers variable ($\bar{X} = 75.01$, $SD = 7.60$ on the first, and $\bar{X} = 78.08$, $SD = 7.68$ on the second testing) indicate that the subjects have used only the upper (positive) part of the rating scale. This fact itself may have had an influence on the correlations.

It may be argued, however, that although the subjects have used a restricted range of ratings, the rank-order relations among ratings still exists. If the assumption of the relationship between self-acceptance and acceptance by peers is correct, then the results should reveal that relationship even with a truncated range of scores. This argument is sensible, but also it is true that even taken for granted that rank-order relations among ratings exist, they exist only for the upper (positive) part of the rating scale. The other parts of the rating scale (the indifference and rejection regions) were not used at all by the study subjects. The lack

of use of the indifference and rejection parts, especially in light of the facts that the sorority functions as a peer-intimate group for its members, may account for some of the results. It is possible that the relationship between self-acceptance and acceptance by peers would be different if ratings of indifference and rejection were present and felt by the subjects and reflected in their responses.

It is likely that the lack of significant linear and curvilinear relationships between self-acceptance and acceptance by peers has resulted from the joint influence of the above three factors, rather than from the separate influence of any of them. However it is possible to speculate on the relative potency of these factors in influencing the results. The fact that self-acceptance appears to be fairly stabilized at age twenty, seems to play a major role. Thus the prevalent high acceptance by peers in the studied sororities was not influential enough to increase the self-acceptance among those low self-accepted subjects at age twenty or over. The fact that the sorority accepts its members highly, that the members are aware of it, and that the sorority plays in a sense a peer-intimate group function for the members appears also to have had strong impact on the obtained results. The truncated range of values on the "acceptance by peers" variable is a direct consequence of this peer-intimate group function of sororities for their members. Future research should take these factors into consideration.

The discussion so far has focused on speculation about the possible factors that have accounted for the lack of empirical evidence for the hypothesized positive relationship between self-acceptance and acceptance by peers. The results of this study may be approached also from a different point of view. That is, the results demonstrate undoubtedly that

there is no relationship between self-acceptance and acceptance by peers. On the basis of the findings of this study it is possible to identify some groups where no relationship should be expected between self-acceptance and acceptance by peers. Thus, for groups that serve a peer-intimate group function for their members, for groups where only acceptance by peers is present and dimensions of indifference and rejection are absent, and for groups composed of persons above twenty, the relationship between self-acceptance and acceptance by peers apparently does not exist.

2. Peer-intimates and Peer-nonintimates

There are different degrees of interaction and acquaintance among members in groups that allow identification of sets of peer-intimates for each person. The finding that there are statistically significant differences on sociometric scores between peer-intimates and nonintimates, obtained from highly homogeneous groups, such as these sororities were, is supportive of the peer-intimate approach (Rossi, 1965) in studying the relationship between personality and social interaction variables.

The present study does not reveal that self-acceptance is differentially related to acceptance by peer-intimates as compared to non-intimates. This is best understood in terms of the fact that there were no statistically significant correlations between self-acceptance and acceptance by peers on any of the comparisons (i.e., all members, peer-intimates alone, and peer-nonintimates alone). It is reasonable to expect that persons may be differentially influenced by their peer-intimates as compared to their nonintimates, in those instances where social interaction variables are significantly related to personality variables. The obtained differences on the sociometric scores for the peer-intimates and nonintimates (see Table 7) are supportive of this expectation, because persons

do accept and are accepted differentially by peer-intimates compared with their nonintimates, and therefore they may be influenced differentially by them.

However, in this study it was not demonstrated that a person's self-acceptance is differentially influenced by one's peer-intimates compared to one's peer-nonintimates. This perhaps resulted because of the lack of significant correlations between self-acceptance and acceptance by peers for all members. This lack of significant association between self-acceptance and acceptance by peers was assumed to be a result of the joint interaction of the following three factors: a truncated range of scores on acceptance by peers variable, a peer-intimate group function of the sorority for their members, and the relative stability of self-acceptance at age twenty.

There is another significant finding regarding peer-intimacy in this study. It was found that the sets of peer-intimates and peer-nonintimates change over time. The changes occur in regard to the number of one's intimates (the number increases in this study), and also in regard to who those are who constitute the set. Thus some persons remain among one's intimates over time, whereas others are among one's intimates only for a limited period. Those who remain over time among one's intimates may be called core intimates and are perhaps preferred because they satisfy one's deep need to be associated and to belong. On the other hand, those who are among one's intimates only for a limited period may be called situational or functional intimates, and are perhaps preferred because they are the best people to be with in a particular situation, activity or task. Whether the core intimates are preferred because they satisfy deep personality needs, and functional intimates are preferred because they fit best

into a given situation is an open question, since in this study there was no data collected to answer this question on the empirical ground. However, this is an interesting and researchable question that deserves to be pursued in the future.

3. Correlations among Self-Acceptance and Sociometric Scores

The results presented in Table 8 allow some comparisons with the findings reported in the literature.

The positive relationship between self-acceptance and acceptance of others has been reported in a number of studies (Berger, 1952; Omwake, 1954; Sheerer, 1949; Stock, 1949; and Suin, 1961). A positive relationship between self-acceptance and acceptance of others was also found in the present study, but the obtained correlation was not statistically significant. It may be speculated that the same factors that have accounted for nonsignificant relationship between self-acceptance and acceptance by others may have weakened the relationship between self-acceptance and acceptance of others. It seems that the prevalent "sorority philosophy" is that everybody accepts "her sisters" highly, regardless of her own or their level of self-acceptance.

Mill's findings that those who feel inadequate, inferior, and dissatisfied with themselves are socially rejected (Mill, 1953) were not supported in this study. It was found that the sorority girls were highly accepted by peers in the sorority regardless of the degree of self-acceptance. The fact that Mill's findings were not supported is perhaps due to the differences in the two samples. Mill studied male students in dormitories, and the present study dealt with sororities. It seems that sororities are more tolerant of whatever personality deficiencies exist among the members than is the case with male dormitory groups. In study-

ing the relationship between personality and acceptance by others, it is indispensable to take into account the characteristics of the individuals and groups that accept or reject, or are accepted or rejected.

Dittes' conclusion that "persons made to feel well accepted in a group found the group more attractive than did those made to feel poorly accepted" (Dittes, 1959, p. 82) was supported by the present findings. It was found that the importance of the group in the eyes of the individual correlates significantly positively with the expected acceptance by others. If we assume that the expected acceptance by peers is, in a sense, felt acceptance by peers, then Dittes is correct in concluding that the attractiveness of the group is partially due to the degree of felt acceptance by the group.

There are some other findings worth discussing. Keeping in mind reservations about the psychometric characteristics of the measure for the awareness of acceptance (reliability of only 0.21, test-retest for 177 subjects over eight weeks), it is noticeable that the awareness of acceptance by peers correlates significantly positively with self-acceptance, actual acceptance of peers, expected acceptance by peers, and actual acceptance by peers. These positive correlations are congruent with the held beliefs that the psychologically healthier persons (more self-accepted, more acceptive of and by others) have more accurate perception of interpersonal relationships compared with psychologically less healthy persons.

Besides that of very low reliability, there is one other reservation, however, concerning the validity of the awareness of acceptance by peers measure in the present study. The fact that the measure of awareness of acceptance correlates very highly with expected acceptance by peers (0.60),

accounting for 36 per cent of the variance, suggests that those girls who tend to expect high ratings from others appear to be more aware of their degree of acceptance by peers, because sorority girls tend to give high ratings to their peers. The question is, then, whether more "aware" girls are aware of how individual girls accept them, or simply are aware of the prevalent "high-accepting" sorority philosophy? It seems that the latter alternative is more reasonable; one might then conclude that those who are more self-accepting and more accepting of and by peers in the sorority also have a more accurate perception of the group climate in the sorority.

The positive significant correlations between importance of the group as seen by the individual with actual acceptance of peers, and expected acceptance by peers are indications of personality consistency. Thus, those who see the group as important to themselves tend to more highly accept their peers, and to expect to be accepted more highly by them. The significant positive correlations of expected acceptance by peers with self-acceptance and actual acceptance of peers are also supportive of personality consistency. Self-acceptance and actual acceptance of peers account for about 70 per cent of the variance of expected acceptance by peers. Thus, those who highly accept themselves and their peers tend to expect that others will view and react to them in a similar way.

The actual acceptance by peers variable is significantly positively correlated with the actual acceptance of peers measure and with the expected acceptance by peers one. Actual acceptance of peers, and expected acceptance by peers account for about 26 per cent of the variance of actual acceptance by peers. Since actual acceptance by peers is an independent measure related to actual acceptance of peers and expected acceptance by peers, these correlations appear to be valuable indications of the impact

of one's attitudes toward others on the others' attitudes toward him. The behavior that is influenced by one's attitudes tend to provoke similar attitudes and behavior in return. Thus those that highly accept peers and expect to be highly accepted by peers (who supposedly behave congruently with their attitudes) are actually highly accepted by their peers.

The positive correlations obtained among sociometric scores may have resulted from the response set of the subjects. Sorority girls tend to give high sociometric ratings, and to rate the sorority as a very important group to them. Thus the average ratings of actual acceptance of, expected acceptance by, and actual acceptance by peers are around 75 on the scale 0-99 and the importance of the groups has been rated 7 on average on the scale 1-9. The response set on rating peers and the group highly is an indication of the prevalent "high-accepting" sorority philosophy.

E. SUMMARY

The present study was designed to investigate the relationship between self-acceptance and acceptance by peers. The basic hypothesis was that there is a positive reciprocal relationship between self-acceptance and acceptance by peers. It was also hypothesized that the relationship between self-acceptance and acceptance by peer-intimates will be stronger than the relationship between self-acceptance and acceptance by peer-nonintimates.

A questionnaire, composed of a self-acceptance measure and sociometric measures of acceptance by peers was administered twice over an eight week period to 177 college girls in residence in four sororities.

The cross-lagged panel correlation technique was applied to test the basic hypothesis and the related ones. The correlations obtained were in the expected direction, but were not statistically significant. Therefore, the hypothesized relationship was not confirmed; it was concluded that there is no significant positive relationship between self-acceptance and acceptance by peers among college sorority girls. The interaction of the following three factors was assumed to play a role for the obtained correlations:

- (1) Self-acceptance is a fairly stabilized characteristic by age twenty; thus acceptance by peers is not as influential a modifier of self-acceptance as it would be earlier in life.
- (2) Sororities serve a peer-intimate group function for all their members. Since everyone is highly accepted by peers and is aware of it, the girls are perhaps motivated to

look for other opportunities to prove their self-worth (i.e., they might be oriented toward opportunities where both possibilities of being accepted or rejected exist).

- (3) A truncated range of scores on the acceptance by peers variable (i.e., the absence of negative ratings of indifference and rejection) attenuated the relationship.

Statistically significant sociometric differences were found between peer-intimates and peer-nonintimates. Thus a sorority girl actually accepts, expects to be accepted, and actually is accepted more highly by her peer-intimates than by her peer-nonintimates. It was also found that discrepancies among sociometric acceptance ratings were significantly lower for peer-intimates than for peer-nonintimates. Thus a sorority girl predicts more accurately ratings given to her by her peer-intimates than by her peer-nonintimates. Further it was found that one's sets of peer-intimates and peer-nonintimates change over time in regard to the number of persons in the set and in regard to who those are who constitute the set. The speculation was that those who remain over time in the set (core intimates) are satisfying deeper personality needs, and those who are in the set only for a limited period (functional intimates) are there more specifically because of the reinforcements offered by the situation, activity, or task. These findings are supportive of a peer-intimate approach in the study of the relationship between personality and social interaction, since it is reasonable to expect that peer-intimates and peer-nonintimates may have different impact on personality.

The following findings not directly related to the original hypotheses were reported:

- (1) The awareness of acceptance by peers was significantly positively related to self-acceptance, actual acceptance of, expected acceptance by, and actual acceptance by peers.

- (2) Significant positive correlations were obtained between expected acceptance of peers, and self-acceptance with actual acceptance of peers; and between importance of the group as seen by the individual and expected acceptance by, and actual acceptance of peers. This finding is supportive of personality consistency.
- (3) Actual acceptance of, and expected acceptance by peers are significantly positively related to actual acceptance by peers.

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APPENDICES

- 1. Introductory letter to all subjects**
- 2. Questionnaire**
- 3. Front page of questionnaire on second testing**

APPENDIX 1

INTRODUCTORY LETTER TO ALL SUBJECTS

September, 1970

To all girls living in the sororities*

Dear Students :

Let me first introduce myself. I am Naum Todoroski, Assistant Professor at the University of Skopje--Yugoslavia, on leave, and presently involved in the doctoral program in the Department of Psychology at MSU.

I am writing this letter in order to describe briefly THE SORORITY STUDY which I intend to conduct this fall at your campus. The study, which will be the basis of my dissertation, deals with some aspects of informal communications among sorority girls and will include four sororities from _____.* After consultations with the Office of the Division of Student Activities and the Alumni Advisors, it was recommended and approved that your sorority be one of the four included in the study. I hope that all of you will agree to participate in the study.

The success of the study depends entirely on your cooperation. We will need about 40-60 minutes of your time to be spent in answering one questionnaire. The questionnaire deals with your opinions and feelings, as well as your perception of yourself and the other girls in the House. The questionnaire is easy to answer, and I hope that you will find it interesting, too.

On the most convenient day for the girls in your sorority I will come to your House to administer the questionnaire. It is extremely important, for the success of the study, that all of you will be present in the House at that time. I am aware that there are many other things going on on the campus these days, but I hope that you will find time to cooperate.

Your answers will be treated with complete confidentiality. Nobody, but me, will ever know what your answers are, and no respondent nor the sorority will ever be identified in any way.

The sorority study has both practical and theoretical significance and deals with an issue of interest to many of us. I hope that the findings of the study will help in improving sorority life.

I expect that you will agree with my belief that the sorority study may succeed only with full support and cooperation of the sorority girls, and I hope to see all of you very soon.

Thank you in advance for your help and assistance.

Yours,

Naum Todoroski

Naum Todoroski

*Names of the studied sororities and university are deleted.

APPENDIX 2

QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY
Department of Psychology

SORORITY STUDY

Dear Student :

You are one of some 200 students from four sororities we are asking to participate in the study of some aspects of the informal communications among sorority girls. One of the long-term goals of this study is the improvement of the sorority life. By finding out more about interests, background, friendship patterns, and so forth we should be able to get a better understanding of how girls are able to get enjoyment out of living in the sorority.

This questionnaire deals with your opinion and feelings about a variety of things--your likes and dislikes, your friendship patterns, and your perception of yourself and the other girls in the House. It should take about 40-60 minutes to answer all the questions. Since the questions deal with your opinions and feelings, there are no right or wrong answers: every answer which really reflects how you feel and what you think is a right one.

Your answers will be treated with complete confidentiality. Only I will ever know your answers, and even for myself I will translate your names into a number code at the earliest opportunity. No respondent or sorority will ever be identified in any way.

Your cooperation is very important for the success of this study. I hope that you will be as open and frank as you possibly can be in answering this questionnaire. Your answers will provide a meaningful contribution to the study. The potential findings have both practical and theoretical significance and deal with a relevant problem of interest to many of us.

Thank you so much for your help and cooperation.

Naum Todoroski
Doctoral Candidate in Psychology

NAME _____

(Tear off when the name is translated into a code number.)

CODE NUMBER _____

P A R T I

Please record your answers in PART I directly on the questionnaire itself.

Let us start with some background data.

1. What is your current class level? Check (✓) one.

- | | |
|--------------------|---------------------------|
| _____ 1. freshman | _____ 4. senior |
| _____ 2. sophomore | _____ 5. graduate student |
| _____ 3. junior | _____ 6. other (specify) |

2. What is your major curriculum area? (e.g., music, agriculture, engineering, etc.) Please write in.

3. What is your approximate grade point average? Check (✓) one.

- | | |
|-------------------------|------------------------|
| _____ 1. less than 1.00 | _____ 5. 2.50-2.99 |
| _____ 2. 1.00-1.49 | _____ 6. 3.00-3.49 |
| _____ 3. 1.50-1.99 | _____ 7. 3.50-3.99 |
| _____ 4. 2.00-2.49 | _____ 8. 4.00 and over |

4. Since when have you lived in this House? (Do not consider rushing or pledging period or other time of membership when you have not lived in the House. Consider only the month and year when you entered to live in the House; e.g., September, 1969; March, 1970; etc.) Please write in.

5. Before coming to the University in what kind of a community have you lived most of your life? Check (✓) one.

- | |
|---|
| _____ 1. farm |
| _____ 2. village, 250-2,499 population |
| _____ 3. town, 2,500-24,999 population |
| _____ 4. city, 25,000-49,999 population |
| _____ 5. city, 50,000-99,999 population |
| _____ 6. city, 100,000-199,999 population |
| _____ 7. city over 200,000 population |

6. How far is your home community from the campus? Check (✓) one.

- | | |
|-----------------------------|----------------------------|
| _____ 1. less than 20 miles | _____ 5. 101-200 miles |
| _____ 2. 20-40 miles | _____ 6. 201-300 miles |
| _____ 3. 41-70 miles | _____ 7. 301 or more miles |
| _____ 4. 71-100 miles | |

7. To the best of your knowledge, what was your parents' total family income for the last year? (If you are not sure, please guess.) Check (✓) one.

<input type="checkbox"/> 1. less than \$6,000	<input type="checkbox"/> 4. \$15,000-\$19,999
<input type="checkbox"/> 2. \$6,000-\$9,999	<input type="checkbox"/> 5. \$20,000-\$29,999
<input type="checkbox"/> 3. \$10,000-\$14,999	<input type="checkbox"/> 6. \$30,000 or more

8. What is your father's wage earning occupation? What does he do? (If your father is retired or deceased, please indicate what his usual line of work was.) Please write in. _____

9. Is he self-employed? Check (✓) one.

☐ 1. yes ☐ 2. no

10. Describe as accurately as possible what he makes or does in the job. Please write in. _____

11. Does his job require that he supervise other people? Check (✓) one.

☐ 1. yes ☐ 2. no

12. If his job requires supervision of other people, how many does he supervise? Please guess if you are not sure. Please write in. _____

13. How much formal education did your father receive? Check (✓) one.

☐ 1. some grade school
☐ 2. grade school graduate
☐ 3. some high school
☐ 4. high school graduate
☐ 5. some college or past high school
☐ 6. college graduate
☐ 7. finished college and additional education
☐ 8. finished graduate professional training

14. What degrees or diplomas does your father have? Please write in. _____

15. List yourself and your brothers and sisters in birth order below. Please indicate their sex, and age. If you are not sure about age please guess. Include all your brothers and sisters in the list, regardless whether they live at home or not. (If you have deceased brothers and sisters, include them in the list and write the years of their births and deaths.)

Brothers, sisters, and self	Sex	Age, years and months
1st _____	_____	_____
2nd _____	_____	_____
3rd _____	_____	_____
4th _____	_____	_____
5th _____	_____	_____
6th _____	_____	_____
7th _____	_____	_____
8th _____	_____	_____
9th _____	_____	_____

16. What is your religious preference? Check (✓) one.

_____ 1. Protestant	_____ 4. Agnostic
_____ 2. Catholic	_____ 5. Atheist
_____ 3. Jewish	_____ 6. Other (specify)

17. How often do you attend religious services? Check (✓) one.

_____ 1. once a day	_____ 4. a few times a year
_____ 2. once a week or more	_____ 5. very rarely
_____ 3. about once or twice a month	_____ 6. never

18. How do you pay your present expenses for living and tuition? On the list of possible sources below indicate the percentage to which each source covers your college expenses. Please be as accurate as possible.

Sources	Percentage (%)
_____ 1. your own work now	_____
_____ 2. your personal savings	_____
_____ 3. loans	_____
_____ 4. scholarship	_____
_____ 5. parents	_____
_____ 6. other (specify)	_____

19. How many times do you usually go to your parents' home during one academic quarter? Check (✓) one.

- | | |
|---|--|
| <input type="checkbox"/> 1. none | <input type="checkbox"/> 5. five to eight times |
| <input type="checkbox"/> 2. once only | <input type="checkbox"/> 6. nine to twelve times |
| <input type="checkbox"/> 3. twice | <input type="checkbox"/> 7. thirteen or more times |
| <input type="checkbox"/> 4. three or four times | |

Now a few questions about dating.

21. Do you have a boyfriend presently? Check (✓) one.

- 28* ☐ 1. no ☒ 2. yes

22. How often are you with your boyfriend? Check (✓) one.

- 29* ☒ 1. no boyfriend presently ☒ 4. a few times a week
☐ 2. boyfriend far from campus ☐ 5. almost every day
☐ 3. few times a month ☐ 6. every day

23. How often do you write to each other? Check (✓) one.

- 30* ☒ 1. no boyfriend presently ☐ 4. a few times a week
☒ 2. boyfriend at the campus ☐ 5. almost every day
☐ 3. a few times a month ☐ 6. every day

24. How often do you speak with your boyfriend over the phone? Check (✓) one.

- 31* ☒ 1. no boyfriend presently ☒ 4.5 almost every day
☒ 2.3 a few times a month ☒ 5.6 once a day
☒ 3.4 a few times a week ☒ 6.7 several times a day

2+1

PLEASE CONTINUE NOW WITH PART II

P A R T II

Please record your answers in PART II on the separate IBM-answer sheet.

First write your name on the IBM-answer sheet and then continue according to the instructions.

The following statements are to help you to describe yourself as you see yourself. Please respond to them as though you were describing yourself to yourself. Read each statement carefully and then select one of the following responses which you should record on your IBM-answer sheet.

Responses

- | 1
completely
false | 2
mostly
false | 3
partly true
and
partly false | 4
mostly
true | 5
completely
true |
|--------------------------|----------------------|---|---------------------|-------------------------|
|--------------------------|----------------------|---|---------------------|-------------------------|
1. I have a healthy body.
 2. I am an attractive person.
 3. I consider myself a sloppy person.
 4. I am an honest person.
 6. I am a bad person.
 7. I am a cheerful person.
 8. I am a calm and easy going person.
 9. I am a nobody.
 10. I have a family that would always help me in any kind of trouble.
 11. I am a member of a happy family.
 12. My friends have no confidence in me.
 13. I am a friendly person.
 14. I am popular with men.
 15. I am not interested in what other people do.
 16. I do not always tell the truth.
 17. I get angry sometimes.
 18. I like to look nice and neat all the time.
 19. I am full of aches and pains.
 20. I am a sick person.
 21. I am a religious person.
 22. I am a moral failure.
 23. I am a morally weak person.
 24. I have a lot of self-control.
 25. I am a hateful person.
 26. I am losing my mind.
 27. I am an important person to my friends and family.
 28. I am not loved by my family.
 29. I feel that my family doesn't trust me.
 30. I am popular with women.
 31. I am mad at the whole world.
 32. I am hard to be friendly with.
 33. Once in a while I think of things too bad to talk about.
 34. Sometimes, when I am not feeling well, I am cross.
 35. I am neither too fat nor too thin.
 36. I like my looks just the way they are.
 37. I would like to change some parts of my body.
 38. I am satisfied with my moral behavior.
 39. I am satisfied with my relationship to God.
 40. I ought to go to church more.
 41. I am just as nice as I should be.
 43. I despise myself.
 44. I am satisfied with my family relationships.
 45. I understand my family as well as I should.
 46. I should trust my family more.
 47. I am as sociable as I want to be.

Responses

completely false	mostly false	partly true and partly false	mostly true	completely true
---------------------	-----------------	------------------------------------	----------------	--------------------

48. I try to please others, but I don't overdo it.
49. I am no good at all from a social standpoint.
50. I do not like everyone I know.
51. Once in a while, I laugh at a dirty joke.
52. I am neither too tall nor too short.
53. I don't feel as well as I should.
54. I should have more sex appeal.
55. I am as religious as I want to be.
56. I wish I could be more trustworthy.
57. I shouldn't tell so many lies.
58. I am as smart as I want to be.
59. I am not the person I would like to be.
60. I wish I didn't give up as easily as I do.
61. I treat my parents as well as I should. (Use past tense if parents are not living.)
62. I am too sensitive to things my family say.
63. I should love my family more.
64. I am satisfied with the way I treat other people.
65. I should be more polite to others.
66. I ought to get along better with other people.
67. I gossip a little at times.
68. At times I feel like swearing.
69. I take good care of myself physically.
70. I try to be careful about my appearance.
71. I often act like I am "all thumbs."
72. I am true to my religion in my everyday life.
73. I try to change when I know I'm doing things that are wrong.
74. I sometimes do very bad things.
75. I can always take care of myself in any situation.
76. I take the blame for things without getting mad.
77. I do things without thinking about them first.
78. I try to play fair with my friends and family
79. I take a real interest in my family
80. I give in to my parents. (Use past tense if parents are not living.)
81. I try to understand the other fellow's point of view.
82. I get along well with other people.
83. I do not forgive others easily.
84. I would rather win than lose in a game.
85. I feel good most of the time.
86. I do poorly in sports and games.
87. I am a poor sleeper.
88. I do what is right most of the time
89. I sometimes use unfair means to get ahead.
90. I have trouble doing the things that are right.
91. I solve my problems quite easily.

Responses

completely false	mostly false	partly true and partly false	mostly true	completely true
---------------------	-----------------	------------------------------------	----------------	--------------------

92. I change my mind a lot.
93. I try to run away from my problems.
94. I do my share of work at home.
95. I quarrel with my family.
96. I do not act like my family thinks I should.
97. I see good points in all the people I meet.
98. I do not feel at ease with other people.
99. I find it hard to talk with strangers.
100. Once in a while I put off until tomorrow what I ought to do today.

The next ten statements are of similar nature as the preceding 100 statements; they are to help you to describe yourself as you see yourself. Here you have only four possible responses. Read each statement carefully and then select one of the following responses, which you should record on your IBM-answer sheet.

Responses

1	2	3	4
strongly disagree	disagree	agree	strongly agree

101. I feel that I'm a person of worth, at least on an equal plane with others.
102. I feel that I have a number of good qualities.
103. All in all, I am inclined to feel that I am a failure.
104. I am able to do things as well as most other people.
105. I feel I do not have much to be proud of.
106. I take a positive attitude toward myself.
107. On the whole, I am satisfied with myself.
108. I wish I could have more respect for myself.
109. I certainly feel useless at times.
110. At times I think I am no good at all.

PLEASE CONTINUE NOW WITH PART III.

P A R T III

Please record your answers in PART III directly on the questionnaire itself.

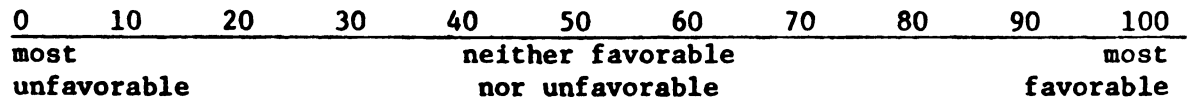
1. It is natural that we feel differently toward different people. Toward some of them we feel favorable, toward some of them we feel unfavorable, and toward some of them we feel neutral--neither favorable nor unfavorable. This question deals with how you feel toward other girls in the House. First look at this scale:

0	10	20	30	40	50	60	70	80	90	100
most										most
unfavorable					neither favorable					favorable
					nor unfavorable					

In using this scale you will assign a value of "100" to a girl toward whom you feel as favorable as possible; a value of "0" to any one toward whom you feel as unfavorable as possible; and a value of "50" to a girl toward whom you feel neutral, i.e., neither favorable nor unfavorable. These are only illustrations, of course. You may not want to use any of those particular values, and you will probably want to use some numbers not divisible by 5, like 36 or 79. On the next page you will find a list of the girls in the House, with a blank preceding each name. First insert an "X" before your own name, and then insert in each blank whatever number, from 0 to 100, that represents the degree to which you feel favorable or unfavorable toward the girl for whom the name stands.

One further point: avoid assigning the same number to many girls.

YOUR FEELINGS TOWARD OTHER GIRLS IN THE HOUSE



2. Naturally you do not spend equal time with each girl in the House. This question deals with how much time you spend with other girls. Below you will find a list of the girls in the House with a blank preceding each name. Put a check mark (✓) in the blanks preceding names of girls that you are frequently with. You may check as many names as you want, but remember that you should check names of the girls that you are frequently with.

3. Usually we do not know equally well all the people around us--some of them we know very well, some of them we know slightly well, and some of them we do not know at all. This question deals with how well you know other girls in the House. By "knowing well" we mean here that you know the girl so well that you will be able to say pretty accurately what kind of person that girl is (regardless of whether your feeling is positive or negative). Look at the list below and put a check mark (✓) in the blanks preceding the names of girls that you know very well. You may check as many names as you want, but remember that you should check only names of the girls you think you know very well.

4. Not only do we not know all the people around us equally well, but also they all do not know us equally well. This question deals with how well other girls in the House know you. Again by "knowing well" we mean here that they will be able to state pretty accurately what kind of person you are (regardless of whether their feeling is positive or negative). Look at the list below and put a check mark (✓) in the blanks preceding names of the girls that you think know you very well. You may check as many names as you want, but remember that you should check only the names of the girls who you think know you very well.

5. List six most important persons in your life presently from those that you personally know. By "most important persons" we mean here those people whom you most enjoy being with, whom you care much about, whom you want to have a good opinion and attitude about you, and who you think play an important role in your life now. Naturally you may include in the list any of the people that you know personally, regardless of age, sex, place of living, and nature of the relationship.

On the right side of the provided line you should indicate the nature of the relationship with the person in your list (e.g., boyfriend, a member in the same club, neighbor, school friend, relative, teacher, etc.).

six most important persons

nature of the relationship

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

6. There are natural differences among people in the degree of how important it is for them to be well accepted by other members of the group to which they belong. This question deals with how important it is for you to be well accepted by other girls in the House. Please, by circling one figure in the following scale, indicate how important it is for you to be well accepted by the other girls in the House.

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>
unimportant to					very important to			
be well accepted					be well accepted			

7. Not only is it natural that we feel differently toward different people, but it is also natural that other people differ in their feelings toward us. Some of them feel favorable toward us, others appear to feel neither favorable nor unfavorable, and some of them feel unfavorable. This question deals with your guesses how other girls in the House feel toward you. First look at this scale:

0	10	20	30	40	50	60	70	80	90	100
most										
unfavorable					neither favorable					most
					nor unfavorable					favorable

In using this scale you will assign a value of "100" to a girl you guess feels as favorable as possible toward you; a value of "0" to any one you guess feels as unfavorable as possible toward you; and a value of "50" to a girl you guess feels neutral toward you--neither favorable nor unfavorable. These are only illustrations of course. You may not want to use any of these particular values, and you probably will want to use some numbers not divisible by 5, like 27 or 83. On the next page you

will find a list of the girls in the House, with a blank preceding each name. First insert an "X" before your own name, and then insert in each blank whatever number, from 0 to 100, that represents your guess of the degree to which other girls, for whom the names stand, feel favorable or unfavorable toward you.

One further point: avoid assigning the same number to many girls.

YOUR GUESSES OF THE FEELINGS OF THE GIRLS IN THE HOUSE TOWARD YOU

0	10	20	30	40	50	60	70	80	90	100
most										most
unfavorable					neither favorable					favorable
					nor unfavorable					

Below are listed ten goals in life. People differ in the emphasis or degree of importance that they attribute to each of these goals. Rank order these goals in terms of their importance to you. Insert "1" in the blank before whichever one of the ten is most important to you, "2" before the next most important one and so on down to "10" for the one that is least important to you.

- ____ 8. being successful in financial arrangements
- ____ 9. being well liked by other persons
- ____ 10. being successful in your family life (husband, children)
- ____ 11. being successful in your chosen occupation
- ____ 12. being intellectually capable and increasing your knowledge
- ____ 13. living in accordance with religious principles
- ____ 14. being able to help other persons in this world
- ____ 15. being a normal, well adjusted person
- ____ 16. working cooperatively with people
- ____ 17. doing a thorough and careful job

Your comments, suggestions and criticism about this study and this questionnaire are not only welcome, but also they may help us to improve it in the future. Please feel free to write them in the provided space below.

Thank you again for your help and cooperation.

APPENDIX 3

FRONT PAGE OF QUESTIONNAIRE ON SECOND TESTING

SORORITY STUDY

follow up

Dear Student:

This is a follow up of the sorority study that you are familiar with. It includes the same questionnaire that you answered at the beginning of this term. Only a few questions are omitted.

With this follow up we hope to find out how people's opinions and feelings develop over time. In order to do this, we need to collect the same material twice. We are again asking you about a variety of things: your likes and dislikes, your friendship patterns, and your perception of yourself and the other girls in the House.

Since the questionnaire is the same as before, you may wonder how to answer it. This is not a study about your memory or consistency, and therefore the only right answers are those which really reflect how you feel and what you think RIGHT NOW, regardless of how similar or different your answers are from those of last time.

As before, your answers will be treated with complete confidentiality. Nobody, but me, will ever know what your answers are, and no respondent nor sorority will ever be identified in any way.

I want to emphasize how important your cooperation is for the success of this study. All effort already put into it will be useless if we do not complete it this second time.

Thank you so much for your help and cooperation.

Naum Todoroski
Doctoral Candidate in Psychology

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