

THE RELATIONSHIP OF THE SELF-CONCEPT
OF GIRLS TO PEER ACCEPTANCE

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1967

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
July, 1976



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ACKNOWLEDGEMENTS

The writer wishes to express her deep appreciation to all the people involved in this research. To Dr. Ruth Pestle, major adviser, for her guidance, time, and encouragement. The writer also wishes to thank Dr. Elaine Jorgenson and Dr. Nick Stinnett for their assistance in this research.

Thanks goes to Mr. Lendal Stevens, Principal of Putnam City Central Junior High, for his permission to conduct this research. I would like also to express my appreciation to the 60 eighth grade girls that cooperated in this project.

I wish to express deepest thanks and appreciation to my parents for their continuous encouragement throughout my education.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	1
Significance of Study	2
Hypotheses	2
Limitations	2
Definition of Terms	3
Procedure for the Study	4
Summary	4
II. REVIEW OF THE LITERATURE	5
Self-Concept	5
Definition	5
Development of Self-Concept	6
Peer Acceptance	9
Development of Peer Acceptance	9
Self-Concept and Peer Acceptance	11
Summary	13
III. PROCEDURE	15
Selection of Self-Concept Instrument	15
Development of the Peer Acceptance Sociometric Instrument	16
Method of Carrying Out This Study	17
Statistical Analysis	18
IV. PRESENTATION AND ANALYSIS OF THE DATA	19
Introduction	19
Tests of Hypotheses	20
Hypothesis 1	20
Hypothesis 2	20
Hypothesis 3	20
Hypothesis 4	20
Hypothesis 5	21
Summary and Discussion	22
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	23
Summary of the Research Project	23
Recommendations	24

Chapter	Page
A SELECTED BIBLIOGRAPHY	26
APPENDIX A - PEER ACCEPTANCE INSTRUMENT	29
APPENDIX B - SCORES FROM PEER ACCEPTANCE INSTRUMENT AND <u>GORDON PERSONAL PROFILE</u>	32

LIST OF TABLES

Table	Page
I. Mean Scores and Standard Deviations on Peer Acceptance and Personality Qualities	19
II. Analysis of Correlation Coefficients Between Peer Acceptance and Personality Qualities	21
III. Scores of Peer Acceptance Instrument and <u>Gordon</u> <u>Personal Profile</u>	33

CHAPTER I

INTRODUCTION

Adolescence is a time of change, physically and psychologically, from a child to an adult (21). In the transition, peer acceptance is important in the development of the teenager. Since adolescents spend a large portion of the day in the classroom, it is important that the educator be aware of the reasons for social acceptance among the students.

Although at the present time, there is very little current research or literature on the relationship of self-concept to peer acceptance, it is the belief of the writer, after study of the available literature, that self-concept plays an important role in peer acceptance. If the student does not think highly of himself, neither will other students in the classroom. Effective learning may not always take place in the classroom if the student feels that he is not accepted by other students. It may be up to the educator to help develop in students a desirable self-concept before peer problems are solved and learning can take place. Ginott (11, p. 81) has stated that "to reach a child's mind a teacher must capture his heart. Only if a child feels right can he thing right!"

Statement of the Problem

The problem for this study is to determine if there is a significant relationship between the self-concept and peer acceptance of eighth

grade girls.

Significance of Study

This research is important for three reasons: (1) there is very little current research or literature on the relationship of peer acceptance to self-concept, (2) the research will help the classroom teacher to further understand the reason why students are accepted or rejected by their peer group, and (3) it is hoped that the research will also encourage the teacher to aid the student to develop a more positive self-concept.

Hypotheses

The hypotheses to be tested are:

1. There will be a positive correlation between total self-concept and peer acceptance of students in the classroom.
2. There will be a positive correlation between ascendancy and peer acceptance.
3. There will be a positive relationship between responsibility and peer acceptance.
4. There will be a positive correlation between emotional stability and peer acceptance.
5. There will be a positive correlation between sociability and peer acceptance.

Limitations

1. This research was limited to the actual self rather than to other phases of self-concept, such as the self-ideal.

2. This study was limited to the number of peers a student could select on the sociometric instrument.

3. The measurement of self-concept was limited to the results of the Gordon Personal Profile.

Definition of Terms

Self-Concept is "the individual's perception of himself as a person, which includes his abilities, appearance, performance in his job, and other phases of daily living" (12, p. 524).

Peer Acceptance is "the degree to which a child is accepted or rejected as indicated by his associates' response to him" (12, p. 4).

Adolescence is "a period of transition when the individual changes physically and psychologically from a child to an adult. On the average, adolescence extends from 13 to 18 years for girls and 14 to 18 for boys" (21, p. 2).

Ascendency is "the tendency to assume a dominant role in face-to-face relationships" (12, p. 43).

Responsibility is "an aspect of personality of individuals who are able to stick to any job assigned them, who are persevering and determined, and who can be relied on" (13, p. 3).

Emotional Stability is "an aspect of personality of individuals who are well-balanced, emotionally stable, and relatively free from anxieties and nervous tension" (13, p. 3).

Sociability is "an aspect of personality held by individuals who like to be with and work with people, and who are gregarious and sociable" (13, p. 3).

Procedure for the study

Related literature was reviewed in order to gain a better understanding of self-concept and peer acceptance and the relationship of self-concept to peer acceptance. Permission was received from the principal of Putnam City Central Junior High to conduct the research to determine the correlation of self-concept and peer acceptance of 60 eighth grade girls enrolled in foods class. Following administration of the Gordon Personal Profile and the peer acceptance instruments, statistical analysis was conducted to correlate the relationship of self-concept to peer acceptance.

Summary

The statement of the problem, significance of study, hypotheses, limitations, definition of terms, and the procedure was presented in Chapter I. Chapter II includes a review of literature relating to self-concept and peer acceptance. Chapter III will explain the procedure. In Chapter IV both the presentation and analysis of the data are found. Chapter V will present a brief summary of the research, conclusion and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The material to be covered in this review of literature includes three major areas: self-concept, peer acceptance, and the relationship of self-concept to peer acceptance.

Self-Concept

Definition

The self-concept has been defined in many ways throughout literature and research. According to Landsman (24) the self-concept is thought of as an organized group of feelings and attitudes which the individual has about himself. However, Washburn (37, p. 341) adds to this definition when he states that "self-concept refers to ideas a person holds regarding himself in relation to his environment."

McCandless (26) feels that the self-concept is based on a set of expectancies plus evaluations of behavior. Another definition, as pointed out by Heidenreich (18, p. 331), is as follows:

The self-concept encompasses the self-image, how a person sees himself; the self-ideal, or the self he thinks he ought to be; and the self-role, or the behavior which seems situationally appropriate in terms of the demands and expectations of those in his group.

Sawrey and Telford (36) view self-concept as how the individual is known to oneself. The definition found most useful for this research is stated by Good (12, p. 524) when he says that self-concept is "the

individual's perception of himself as a person, which includes his abilities, appearance, performance in his job, and other phases of daily living."

Development of Self-Concept

When does the self-concept begin to form? How does it develop?

Sawrey and Telford (36) feel that the child becomes aware of social and nonsocial aspects of his environment very early in life and as he responds to these aspects his self-concept begins to develop. Diamond (7) claims that self-concept begins in infancy with the discovery of one's body in comparison with another's body. He further points out that we develop a perception of self by our actions and the actions of others.

Carroll (4, p. 190) said "certainly by the time the child is three or four or five years of age the self-concept has become to some extent organized, although it is still fluid and can be altered rather easily." Hamachek (17) believes that the child at a very early age begins to associate himself with words such as "cute", "dumb", "bad", and "bright". He then gradually develops an image of himself which he will strive to maintain.

During the school years, the student's self-concept develops further either in a more positive or negative way. Hamachek (16, p. 177) has said that "whether a student is in kindergarten or graduate school, he is reminded again and again of either his failings or shortcomings or of his strengths and possibilities." According to Carroll (4, p. 190), "as the years go by in school and in his environment the child becomes more and more conscious of the appraisals made of him by others and his concept of self in turn becomes a reflection of these appraisals."

Faunce and Clute (8) feel that in our schools we often talk of intelligence, when we should remember that all of the child goes to school. This includes the child's self-concept.

Nowka (32, p. 15) stated that "self-evaluations change in order for an individual's self-concept to be more like that of individuals who have a different self-concept." In other words, the individual is using those persons as a mirror for what he would like to see in himself.

Hamachek (17) feels that the parents and teachers play a large part in the development of a positive self-concept. He claims that the reasonable expectancies the parents and teachers have for the child will have a great deal to do with the child in his development. If a child is led to believe that he is the best or that he can do something as well as others, his positive self-concept will begin to develop.

Hamachek (16, p. 167) stated "self-esteem grows out of successfully doing those things we were not too sure of being able to do in the first place, and if we have someone who believes in us, 'expects that we can', then taking that first step is at least a bit easier."

Also, the way the child is accepted or ignored in the home can effect the self-concept. Blake (2) feels that children are finally, after many years, being allowed to be individuals in their own right and to develop their personalities and self-concepts, in distinction to the way children used to be molded.

As a child continues through school and enters his adolescent years, he becomes aware of his body development. Many times he will compare his development with that of other peers. He begins to create in his mind an image of how he would like to look. During this time, he may become very critical of himself. Hamachek (16) said people who accept

their bodies are more likely to have a high self-esteem than people who dislike their bodies.

It is also felt that the self-concept tends to remain relatively stable. Sawrey and Telford (36, p. 294) cited Secord and Backman's opinion on stability of the self-concept. Some of them are as follows:

- (1) A person tends to repeat and prolong those inter-personal relationships that confirm his own self-concept.
- (2) When a person finds himself in a situation that threatens the validity of his self-concept, he will try to modify the situation in such a way as to maintain the stability of the picture of himself.
- (3) People who mutually support and confirm each other's self-concept develop reciprocal affectionate relationships (they come to like each other), and strive to perpetuate their social interactions.
- (4) The individual acts selectively according to the behavior of others in order to maintain a maximum consistency between self-concept and the activities of others.

Thus, we see that there are many theories on the development of the self-concept. There are others not discussed in this review. The general belief is that self-concept begins to develop early in life. It continues to grow and develop as the person has more involvement with other people and the environment. In summary, Brenneck and Amick (3, p. 11) feel the following:

The self is the term for the awareness each of us has of our Being, potential and actual, latent and manifest. Reaching awareness is a complicated process, but each of us, with or without help, manages to come to some senses of who he is.

Peer Acceptance

Development of Peer Acceptance

Hurlock (22, p. 326) has said that "no child is born social or antisocial." The child's relationship with others will depend largely upon learning experiences during the first years of his life. According to Hurlock (22) social behavior begins when the baby first distinguishes between persons and objects.

Up until the sixth month of life, the infant is surrounded mostly by adults. Jersild (23) has stated that a child becomes aware of other children at about the age of six months. After this time, his interest in other children becomes more active. The child may pay attention when another baby smiles at him or begins to cry.

According to Jersild (23) from nine to fourteen months, the child continues to give more attention to his surroundings than to other children. At the age of two, normal children are definitely sociable with other children but only for a brief period of time. After the age of three, there is an increase in group activities. Also, at this time, a child may begin to show that he has preferences among the children. Such friendships may last only a few days or weeks or over a period of years (23).

According to Hurlock (22), up to the age of four or five years, most children are unaware of how others feel about them. Gradually, the child perceives that "some children are better liked than others and that some people like him, some dislike him, and some ignore him" (22, p. 405).

At the same time the child enters school, he enters the "gang age".

This is "an age when social consciousness develops rapidly and when becoming socialized is one of the major developmental tasks" (22, p. 354). At this time, the child becomes a member of a peer group and it is "this group which will gradually replace the family in its influence over the child's behavior and attitudes" (22, p. 354). Later, as the child matures, he may have very little interest in group activities and drop out of the group established at this time in his life.

Whether the child remains a member of the group or not, peer acceptance becomes very important when the child reaches adolescence. This becomes apparent when one considers the identical hair styles, dress and speech of the adolescent. Hurlock (21, p. 92) has said that "social acceptance can be achieved only when the adolescent conforms to the expectations of the group with which he wants to be identified."

Ginott (10, p. 25), has said that "the purpose of adolescence is to loosen personality." During adolescence, the person goes through the following:

Organization (childhood) through disorganization (adolescence) to reorganization (adulthood). Adolescence is a period of curative madness in which every teenager has to remake his personality. He has to free himself from childhood ties with parents, establish new identifications with peers, and find his own identity (10, p. 25).

This review of literature is interested in the "new identification with peers" or peer acceptance and why some youth are accepted more than others. Powell (33) and Mussen (29) believe that social acceptance may be influenced by rate of physical maturation. A teenager who is developing slower than his friends may find that suddenly they have little in common for a period of time. Powell (33) states that as a result of this development, the teenager's interests may shift and become appreciably different from his former friends.

Jersild (23) has said that a child who is dependent on adults for emotional support is less likely to be popular than a child who leans on an adult for "instrumental" support, meaning that he seeks out an adult for practical help in carrying on his own designs. Hurlock (22) claims that socially accepted persons are friendly and cooperative. "They adjust without making a disturbance, comply with requests, accept gracefully what happens and have good relationships with adults as well as children" (22, p. 226).

Powell (33) believes that the young adolescent is very insecure. The teenager seeks those whose intelligence, age, level of maturity, abilities, and socioeconomic status is the same as his own because he feels more secure with this person or group.

Hurlock (21) feels that social acceptance comes from others' reaction to the child's total personality rather than to specific traits. Powell (33) believes that the adolescent develops self-confidence through peer acceptance and approval. Guslin (14) believes that the way the teenager perceives himself in relation to how he is perceived or accepted by his peers may be a major factor in social adjustment.

As one can see, many beliefs are held about the development of peer acceptance. The researcher feels that the theory of Guslin (14) on the teenager's perception of himself in relationship to social acceptance should be studied.

Self-Concept and Peer Acceptance

Through research, studies have been made dealing with self-concept and peer acceptance. Very few of these studies have shown a positive

correlation between the two variables.

Hurlock (22) has said that social criticism and disapproval at any age level leads to poor self-acceptance. By contrast, Fey (9) stated that persons with a positive self-concept tend to accept others but are neither more nor less accepted by others than those with low self-concept scores. Rogers (35) feels that individuals with high self-concepts should enjoy greater acceptance by others.

Howard, Stainback, and Stainback (20) in their study with educable adolescents found that the majority of students demonstrated a close relationship between self-concept and peer acceptance. The only exception were the two most popular students, who saw themselves as outsiders and the two least popular students saw themselves as being insiders. The researchers believed that this is due to the fact that the two most popular students did not want to be associated with a special class for the retarded. The least popular students were "wishing" to be a part of the class.

Mussen and Porter (30) in their study of male volunteers from an undergraduate psychology class found that good self-concept was related to adequate social functioning, including popularity.

Powell (33) believed that people who are well accepted by others underrate their degree of acceptance, whereas those who are not well accepted tend to overrate themselves. Ausubel (1, p. 339) states that "adolescents have a tendency to assume that they closely resemble the group in the degree of acceptance they accord fellow group members."

In relation to the problem under study, namely that there is a correlation between self-concept and peer acceptance, Mussen (29) claims that an adolescent who is lacking in self-confidence will be rejected by

his peers. Mussen (29) also states that an unpopular adolescent is caught in a vicious circle. Mussen (29, p. 664) makes the following statement:

If he is already emotionally troubled, self-preoccupied, and lacking in a secure self-concept, he is likely to meet with rejection or indifference from his peers. In turn, an awareness that he is not accepted by his peers and a lack of opportunity to participate in and learn from peer groups' activities only further undermines his self-confidence and increases his sense of social isolation.

McCandless (25, p. 459) states that "high self-esteem people of all ages are more popular than low self-esteem people." Miyamoto and Dornbusch (28) found with adult subjects, a higher acceptance by others for subjects with high self-concepts than those with low self-concepts. Reese (34) in his study of fourth, sixth, and eighth grade students, found a relationship between self-concept and peer acceptance with the highest acceptance in a group with moderate self-concept scores and lowest in a group with low self-concept scores.

Coopersmith (6) believes that people with low self-concepts are likely to be less noticeable members of a crowd than others. He also found that popularity is associated with behavior rather than the individual's self-concept. McIntyne (27) found no significant relationship between self-concept and peer acceptance in research based on men living in a college dormitory.

Summary

In the review of literature the development of the self-concept and peer acceptance was discussed. Both begin at an early age and both deal with man's relationship with others. Also through the review, one can

see that there are conflicting opinions about the relationship of self-concept and peer acceptance.

CHAPTER III

PROCEDURE

This chapter includes the procedure which was used to test the hypotheses of this study concerning self-concept and peer acceptance. The subjects for this study were 60 eighth grade girls enrolled in three sections of home economics. The age range of the subjects was from 13 to 14 years of age. Boys were not used as subjects for this research due to the scheduling of home economics classes. These students attended Putnam City Central Junior High, Putnam City School District in Oklahoma City, Oklahoma.

Selection of Self-Concept Instrument

The Gordon Personal Profile was selected as the instrument to measure the self-concept of the eighth grade student. According to Heilbrun (19, p. 231), it is "proposed as a measure of four personality dimensions: (a) ascendancy-passivity, (b) responsibility-irresponsibility, (c) emotional stability-instability, (d) sociability-social introversion."

The test is made up of 18 items. In each of these items, four statements are grouped so that two are high preference and two are low preference. The individual is asked to select the statement "most" and "least" like himself for each item (19). These items were developed to be used with high school students, college students, and adults,

therefore the researcher felt it was appropriate to use with eighth grade students. Heilbrun (19, p. 231) also states that "reliability figures suggest that the Gordon Personal Profile scales are both internally consistent and stable over time." Gordon (13) in the Gordon Personal Manual cites a study involving 55 men and 63 women dormitory students at Antioch College at the end of the school year. Each member of a dormitory section rated every other member on each of the four Profile personality traits. The correlation between the students' rating and the students' scores on the Gordon Personal Profile ranged from .47 to .73. In a second study, counselors were asked to evaluate each of their clients on each trait included in the Gordon Personal Profile. Unknown to the counselor, each client has been administered the Gordon Personal Profile. The results showed three of the four scores (ascendancy, emotional stability, and sociability) correlated with the trait as seen by the counselors more than .50; responsibility correlated at .36 (13).

Development of the Peer Acceptance

Sociometric Instrument

Since no sociometric instrument was available for rating the peer acceptance of students, a technique had to be developed by the researcher. After reviewing literature on peer acceptance and sociometric techniques, the following criteria were observed as being important in developing a sociometric instrument:

1. Does the instrument measure peer acceptance as it is defined in the present study?
2. Is the sociometric question written in the conditional mood?

4. Are the questions based on actual situations or activities in which the group members have an opportunity to participate (15)?

5. Are some of the questions related to informal situations and other questions related to more formal situations (15)?

6. Is it appropriate to be used with eighth grade students?

Thus, three sociometric questions were developed by the writer. Students were asked to select three students for each question. The questions are based on the following situations: a special seating arrangement, a slumber party, and group work in the home economics kitchen. Appendix A contains the sociometric instrument that was developed.

The peer acceptance sociometric instrument was pre-tested on 23 ninth grade girls. The total number of times the student was selected on the instrument was recorded. Three weeks later, the same instrument was administered to the 23 girls. The total number of times a student was selected on the peer acceptance instrument was the same total in 19 cases as on the previous instrument.

Method of Carrying Out this Study

The purpose of this study was to determine if there was a significant relationship between self-concept and peer acceptance. The method of obtaining this information about the student's peer acceptance and self-concept was attained from two separate instruments. Each instrument was coded with a number representing the student. The researcher personally administered both the Gordon Personal Profile and the peer acceptance instrument.

The peer acceptance instrument was given on January 8, 1976, and

the Gordon Personal Profile was administered on January 9, 1976, to three home economics classes of eighth grade girls. The peer acceptance instrument was completed by the students in 15 minutes. The Gordon Personal Profile was completed in 20 minutes.

Statistical Analysis

After completion of the Gordon Personal Profile and the peer acceptance instruments, the instruments were scored by the researcher. The score for peer acceptance was determined by the total number of times a student was selected on the sociometric instrument. The Gordon Personal Profile was scored by use of a perforated stencil key which was furnished with the Profile. The self-concept score was the total of the four personality traits found in the Gordon Personal Profile. The maximum possible score on each personality trait was 36 points. Thus, the maximum score on the self-concept was 144 points. The students' scores for peer acceptance, self-concept, ascendancy, responsibility, emotional stability, and sociability were recorded. With the assistance of the Oklahoma State University computing center, the Pearson product-moment correlation was used to determine the correlation between self-concept and peer acceptance. Also, correlations were used to determine the relationship of peer acceptance to ascendancy, responsibility, emotional stability, and sociability. This data will be reported in Chapter IV.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The purpose of this study was to determine the relationship of self-concept and peer acceptance. To achieve this purpose, this chapter will explain the results of the data gathered regarding total self-concept and its subscores from the Gordon Personal Profile and the peer acceptance score from the sociometric instrument.

Appendix B cites the scores of each individual for each variable. Mean scores and standard deviations of each of the variables are shown in Table I.

TABLE I
MEAN SCORES AND STANDARD DEVIATIONS ON PEER
ACCEPTANCE AND PERSONALITY QUALITIES
N=60

Qualities	Mean Scores	Standard Deviations
Peer acceptance	9.9	5.3
Self-concept	77.8	16.2
Ascendancy	19.2	5.4
Responsibility	18.8	5.0
Emotional stability	18.3	5.4
Sociability	21.4	6.2

Tests of Hypotheses

Hypothesis 1

There will be a positive correlation between self-concept and peer acceptance of students in the classroom.

The data pertaining to this hypothesis is presented in Table II. Tests of this hypothesis showed there was highly significant (.0002) positive correlation between self-concept and peer acceptance, with a coefficient of .49. This hypothesis was accepted.

Hypothesis 2

There will be a positive correlation between ascendancy and peer acceptance.

The results (Table II) from correlating scores on the two instruments showed that there was a highly significant (.0001) positive correlation between peer acceptance and ascendancy. The correlation coefficient was .56. This hypothesis was accepted.

Hypothesis 3

There will be a positive relationship between responsibility and peer acceptance.

The data pertaining to this hypothesis is shown in Table II. This correlation (.15) showed that there was no significant relationship between responsibility and peer acceptance. The hypothesis was rejected.

Hypothesis 4

There will be a positive correlation between emotional stability

and peer acceptance.

The data for this hypothesis in Table II indicated a correlation of only .16. Thus, no relationship to speak of was found between emotional stability and peer acceptance. The hypothesis was rejected.

Hypothesis 5

There will be a positive correlation between sociability and peer acceptance.

The data for hypothesis 5 in Table II showed a highly significant (.0001) positive correlation between sociability and peer acceptance, with a coefficient of .52. This hypothesis was accepted.

TABLE II
ANALYSIS OF CORRELATION COEFFICIENTS BETWEEN PEER ACCEPTANCE
AND PERSONALITY QUALITIES
N=60

Qualities	Coefficients	Level of Significance
Ascendancy	.56	p < .0001
Responsibility	.15	p < .2431
Emotional Stability	.16	p < .1931
Sociability	.52	p < .0001
Self-Concept	.49	p < .0002

Summary and Discussion

In testing these five hypotheses, a highly significant positive correlation was found in regard to self-concept and peer acceptance. Other results showed highly significant positive correlations between ascendancy and peer acceptance and also between sociability and peer acceptance. These three relationships were as predicted by the researcher.

No significant correlation was found between responsibility and peer acceptance or emotional stability and peer acceptance. Gordon (13, p. 10), in his comparison of students at two academic levels, stated that there is "some tendency to a slight increase with age (grade) in relation to responsibility and emotional stability." Gordon cites the mean scores for responsibility as ranging from 20.1 for ninth grade girls to a 22.3 mean score for 12th grade girls. In the present study, the mean score was 18.8. Emotional stability was shown by Gordon to range from a mean score of 20.7 for ninth grade girls to a 21.5 mean score for 12th grade girls. The present study had a mean score of 18.3 for emotional stability. Gordon (13, p. 10) also states that "Grade 9 to Grade 11 comparisons show statistically significant increases (.01 level) for girls in these two traits." In the present study, the eighth grade students seem to have followed this outcome in their rating of themselves in the areas of responsibility and emotional stability. Possibly with an older group of subjects and a wider range of scores, those who have scored higher on these two traits, stability and responsibility, would have also scored higher in peer acceptance.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Elizabeth B. Hurlock (21, p. 103) has said that "the adolescent who is not accepted by his peers is unhappy and unsure of himself; he frequently develops a pessimistic attitude toward life and a defeatist attitude toward himself." If a student has the attitude that he is not accepted and has a negative outlook on himself, he may not perform to the best of his ability while in school. The educator should be aware of the relationship of peer acceptance to self-concept in order to better understand and evaluate the student. The purpose of this research was to study the correlation of self-concept to peer acceptance. It is hoped that through this research educators will develop a better understanding of the student and thus be more enlightened to the student's problems.

Summary of the Research Project

This study was concerned with the correlation of self-concept to peer acceptance. Sixty eighth grade home economics students enrolled at Putnam City Central Junior High were selected for this study.

The students were asked to answer two instruments. The first was a peer acceptance sociometric instrument developed by the researcher. The second was the Gordon Personal Profile, which was used to test for ascendancy, responsibility, emotional stability, and sociability of the

students, as well as self-concept, the focus of the study.

The results of the Gordon Personal Profile and the peer acceptance instrument showed a highly significant positive correlation between self-concept and peer acceptance. Other results showed a highly significant positive correlation between ascendancy and peer acceptance and also between sociability and peer acceptance. No significant correlation was found between responsibility and peer acceptance or emotional stability and peer acceptance.

In conclusion, this research showed that there is a highly significant positive correlation between self-concept and peer acceptance of eighth grade girls. It further showed that ascendancy and sociability are positive factors in peer acceptance. Responsibility and emotional stability were not significant in relation to peer acceptance at this grade level.

Recommendations

In this study, the researcher found no significant correlation between the peer acceptance scores and the scores for responsibility and emotional stability of eighth grade girls. This study deals only with one grade level. A study of older students is recommended in order to test the relationships at different age levels. Possibly acceptance of peers is based on different traits as the person matures.

Also, this study was limited to self-concept and peer acceptance of girls. A study of these two variables in relation to boys might present interesting research.

The researcher would recommend research into methods of improving the self-concept of students in the classroom. It has been shown

through the present research that self-concept and peer acceptance are correlated. Some problems in the classroom may be due to the lack of positive self-concepts in the students. It is the recommendation of the writer, that short courses in self-understanding and acceptance be developed in order to help increase the self-concept of the student in the classroom.

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APPENDIX A

PEER ACCEPTANCE INSTRUMENT

PLEASE DO NOT WRITE YOUR
NAME ON THIS PAPER

Date _____ Class Hour _____

This questionnaire is given to aid the home economics teacher in a special project at Oklahoma State University. Your answers will not be seen by anyone else.

You may choose anyone in this room, including those students who are absent. Give first name and initial of last name.

Remember!

1. Your choices must be from students in this room, including those who are absent.
2. You should make all three choices for each question.
3. You should give the first name and the initial of the last name.
4. You may select a student for more than one question.
5. Do not discuss your selection with the other students.
6. Your choices will not be seen by anyone else.
7. Please do not remove this cover sheet from your questionnaire.

PLEASE DO NOT WRITE YOUR
NAME ON THIS PAPER

QUESTIONNAIRE

A. If you were given an opportunity to select students to sit at your table, which three (3) students would you select?

1. _____
2. _____
3. _____

B. If you had a chance to invite students from this classroom to a slumber party, which three (3) students would you select?

1. _____
2. _____
3. _____

C. If it were possible and you were asked to select the students you wished to work with in the home economics kitchen, which three (3) students would you select?

1. _____
2. _____
3. _____

APPENDIX B

SCORES FROM PEER ACCEPTANCE INSTRUMENT

AND GORDON PERSONAL PROFILE

TABLE III
 SCORES OF PEER ACCEPTANCE INSTRUMENT
 AND GORDON PERSONAL PROFILE
 N=60

Subject No.	Peer Accept.	Ascend.	Respon.	Emotion. Stability	Social.	Self-Concept
1	9	20	17	16	27	80
2	13	13	16	11	22	62
3	12	27	20	23	30	100
4	6	21	16	13	26	76
5	3	11	16	12	19	58
6	10	22	17	17	26	82
7	11	20	29	27	20	96
8	1	17	25	21	15	78
9	9	18	10	8	22	58
10	18	30	27	21	30	108
11	11	25	19	20	23	87
12	9	19	15	15	19	68
13	19	24	18	18	30	90
14	15	26	19	15	24	84
15	3	10	18	8	14	50
16	8	22	24	24	26	96
17	15	21	23	25	27	96
18	11	23	22	19	30	94
19	20	19	18	22	19	78
20	18	28	21	17	32	98
21	9	14	10	6	20	50
22	7	12	19	17	5	53
23	9	21	28	29	27	105
24	20	20	27	22	26	95
25	5	17	26	26	23	92
26	6	15	10	14	15	54
27	27	25	13	19	24	81
28	8	19	21	23	19	82
29	8	20	21	19	22	82
30	1	17	25	31	9	82
31	11	18	15	15	19	67
32	17	22	17	16	20	75
33	8	24	19	20	28	91
34	4	14	10	15	13	52
35	15	18	26	19	27	90
36	8	17	24	27	20	88
37	10	14	19	16	25	74
38	5	15	14	13	21	63
39	12	30	21	17	30	98

TABLE III (Continued)

Subject No.	Peer Accept.	Ascend.	Respon.	Emotion. Stability	Social.	Self- Concept
40	3	17	20	24	17	78
41	10	18	17	16	25	76
42	7	20	16	8	18	62
43	7	13	11	14	14	52
44	3	19	20	20	11	70
45	13	23	20	28	28	99
46	13	29	25	25	25	104
47	11	6	25	19	6	56
48	7	16	10	16	20	62
49	10	13	19	22	14	68
50	14	30	20	23	29	102
51	10	16	18	20	18	72
52	17	23	25	18	23	88
53	4	17	21	15	21	74
54	14	24	19	17	30	90
55	1	5	17	12	14	48
56	16	23	13	22	22	80
57	6	16	8	11	21	56
58	5	21	12	13	27	73
59	8	18	24	23	13	78
60	4	18	17	19	15	69

VITA

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