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**THE RELATIONSHIP OF PEER GROUP EXPERIENCES
TO THE SOCIAL DEVELOPMENT OF BOYS
AT THE BEGINNING OF ADOLESCENCE**

**A Thesis
Presented to
the Faculty of the Graduate Division
The University of Omaha**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Arts**

**by
Clifford Arthur Smith
August 1957**

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Clifford A. Smith

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CHAPTER I

INTRODUCTION

One of the most potent influences during the adolescent years is the power of group approval. The youth becomes subject to the conventions of his age group. By discovering the effect of various peer group experiences on the adolescent, schools and other character development agencies can better understand and guide the behavior of adolescents into socially responsible directions.

I. THE PROBLEM

Statement of the problem. It was the purpose of the present study (1) to define social developmental tasks for boys at the beginning of adolescence; (2) to identify the social adjustment problems of boys twelve through fourteen years of age; (3) to develop scales in order to determine the importance young adolescents place on their peer group experiences for the achievement of three social development tasks.

Importance of the study.

Educators and social agency leaders alike have become increasingly interested in the influence of peer

group experiences on the social development of the individual. Secondary school educators have been giving this topic a great amount of attention in recent years. The need for further research into this area is stated in the following quotation:

The play-group has immeasurable sociological significance for it is secondary in importance only to the family of orientation in the socialization process. Unfortunately, the only good empirical studies of the play-group available are of institutionalized children or slum children whose gang behavior is regarded as a social problem.¹

This expression of the need for further research into the area of peer groups is further emphasized by Kuhlen:

It is in the give and take of informal and formal group activities that much of the learning 'to get along' occurs...It thus behooves the teacher, parents, or group leader to understand something of the nature of adolescent groups so that their potential value for the cultural and social instruction of young people may be capitalized and some of their disadvantages avoided.²

¹
Arnold W. Green, "The Middle-Class Child and Neurosis," Class, Status and Power (Glencoe, Illinois: The Free Press, 1953), p. 686.

²
Raymond G. Kuhlen, The Psychology of Adolescent Development (New York: Harper and Brothers, 1952), p. 317.

A longitudinal study by Schoeppe and Havighurst³ provides a basis for viewing the period twelve through fourteen years of age as a most critical developmental period in the life of the adolescent. The results of their research indicate that the level of achievement on certain developmental tasks by children is practically fixed by age thirteen. In analyzing their findings the authors make the following statement:

The period from ten to thirteen years seems the crucial period for adolescent changes and development in personality and socialization patterns in these subjects. A rather commonly accepted generality is that with puberty and physiological changes comes other adolescent development, but if these correlations are valid, it appears that other adolescent changes may well forerun the physiological changes. There is need to extend the study to other earlier and also more advanced age ranges. But the findings suggest rather forcefully that the so-called 'latency' period may be a latency period only in physiological development and that it is a critical, extremely important period in social and personality development.⁴

In the present study an attempt was made to employ techniques resulting in additional source material concerning the impact of peer group experiences on boys at the beginning of adolescence.

3

Aileen Schoeppe and Robert Havighurst, "A Validation of Development and Adjustment Hypotheses of Adolescence," Journal of Educational Psychology, (October, 1952).

4

Ibid., p. 347.

II. DEFINITIONS OF TERMS

Beginning of Adolescence. Throughout the report of this investigation, the term "beginning of adolescence" shall refer to all boys twelve through fourteen years of age. The defining of the term in this manner is discussed in the chapter dealing with the review of literature.

Peer group. For the purposes of the present study the peer group was interpreted as an informal grouping of boys, twelve through fourteen years of age, who feel and act together on a clique, crowd, or gang basis. Further clarification of these group terms is made in Chapter II on the literature pertaining to peer groups.

Social development. The working through and achievement of three social developmental tasks, as described and defined by Havighurst, is considered as social development in this investigation. The three tasks are; (1) achieving new and more mature relations with age-mates of both sexes; (2) achieving a masculine social role; and (3) desiring and achieving socially responsible behavior.

III. ORGANIZATION OF REMAINDER OF THE THESIS

Chapters included in the remainder of the thesis pertain to literature relevant to the investigation, procedures used in analyzing the relationship of peer group

experiences to social development, analysis of the findings concerning peer group experiences and the achievement of social developmental tasks, summary, conclusions and recommendations.

Literature regarding adolescence, the period of beginning adolescence, peer groups and social development is reviewed and evaluated. From an analysis of the literature, operational definitions are formulated. Social development is conceived as the achievement of three social developmental tasks.

IV. HYPOTHESIS

The hypothesis which is tested in the present study is: Boys, at the beginning of adolescence feel that their peer group experiences are important for the achievement of three social developmental tasks.

V. DELIMITATIONS

The present study is limited to those boys who were interviewed and provided data on the importance of peer group experiences in achieving social developmental tasks.

It is not the goal of the present investigation to establish a new standardized measurement device for the exploration of peer groups. It is rather the basic objective of the present study to analyze the importance of peer

group affiliation as a means of helping boys achieve the tasks of social development.

The basic assumption was made that the spontaneous statements of problems children face in their everyday affairs offer reliable data on current task involvement. It is also assumed that the full cooperation and honesty of all study participants was obtained.

CHAPTER II

REVIEW OF THE LITERATURE

There is a vast amount of literature available in regard to adolescence, peer groups and social development. Only a brief description and summary of work done on problems related to the present study will be presented.

I. LITERATURE PERTAINING TO ADOLESCENCE

G. Stanley Hall was the first to draw a vivid and striking picture of this stage of life, with all its specific characteristics, gradations, and peculiarities. His splendid portrayal of this period as the 'storm and stress' time of life caught the attention of all who came into contact with his writings, which were, in fact, so impressive that they dominated the thinking of most American students of adolescent psychology for a number of years.¹

The original investigations of Hall have been supplemented with a large and growing body of research concerning adolescence. These inquiries have led to a re-examination of the "storm and stress" and abrupt change point of view, and also provide the framework for new concepts of adolescence.

1

Karl C. Garrison, The Psychology of Adolescence (New York: Prentice-Hall Inc., 1947), p.1.

²
Dimock, in his Rediscovering the Adolescent looks toward a reinterpretation of adolescence. He comments on his extensive study:

The facts from this study neither suggest that adolescence should be placed back in its former position of pre-eminence in the life span nor indicate that the developments during adolescence are less important than those at any other period of life. The common-sense point of view would seem to be that each of the various stages of life is particularly significant for the development of particular things. Each one is therefore indispensable in the total development of the person.³

He also points out, "that the changes that take place in the development of the adolescent are probably not so numerous, so radical, so far reaching, or so abrupt as was assumed in the earlier psychology of adolescence."⁴

The shift in emphasis from "abrupt change" to "stage of development" is indicated in the increasing amount of literature which refers to the growth process during adolescence as a series of "developmental tasks".

²
Hedley S. Dimock, Rediscovering the Adolescent (New York: Association Press, 1941).

³
Ibid., p. 267.

⁴
Ibid., p. 266.

The term "developmental task" has been used by various authors since its introduction by Lawrence Frank and Caroline Zachry in 1935.⁵ Those who defined and have elaborated on this concept convey similarity in definition and in explanation of the growth process:

The normal processes of growth and development give rise naturally to a series of developmental tasks for each child, which are related in their onset and character to the child's physical maturity level rather than to his chronological age. These developmental tasks are learnings that the child needs and desires to accomplish because of emerging capacities for action and relationship, because of the progressive clarification and the directive power of his own interest, attitudes, values and aspirations.⁶

A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks... Developmental tasks may arise from physical maturation, from the pressure of cultural processes upon the individual, from the desires, aspiration, and values of the emerging personality...⁷

...Each developmental period in childhood and youth, although not too clearly defined, has a purpose in which certain developmental tasks must be performed.

5

Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Co., 1953), p. 328.

6

Daniel Prescott, "Communicating Knowledge of Children to Teachers", Child Development, XIX (March, 1948), p. 21.

7

Havighurst, op.cit., p. 2.

During adolescence the centers of interest and affection should transfer gradually and imperceptibly from the self and parents to peer friends and the common interests of the great world outside of home...⁸

Implicit in the developmental task concept is the sequence of tasks facing all children at stated periods in their development. Success in the tasks of one stage is essential to success in the tasks of later stages. It has been asserted that: "there are two reasons why the concept of developmental tasks is useful to educators. First, it helps in discovering and stating the purposes of education in schools. Education may be conceived as the effort of the society, through the school, to help the individual achieve certain of his developmental tasks.

The second use of the concept is in the timing of educational efforts. When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come..."⁹

The statements of tasks which will be utilized in this study, as a way of understanding adolescence, are

8

Charles C. Cowell, "The Adolescent's World", in American Association for Health, Physical Education and Recreation, First Yearbook: Democratic Human Relations, National Education Association, Washington, 1951, p.219.

9

Havighurst, op.cit., p.5.

10

those formulated by Havighurst. He lists ten tasks pertaining to adolescent development:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

The above tasks are formulated to cover the entire span of adolescent development. It will be recalled that these tasks are conditioned by childhood experiences and must be achieved if the individual is to have success with tasks at a later stage of development. One question which must be answered in relation to these observations is: to what extent can the period of adolescence be defined in terms of adjustment or chronological intervals? As this study is limited to boys at the beginning of adolescence it is necessary that this "beginning" period be characterized and defined.

II. LITERATURE CONCERNING THE BEGINNING OF ADOLESCENCE.

Though neither the beginning nor end of adolescence can be clearly defined in terms of age, it has become conventional to consider puberty (the time of sexual maturation) as the beginning of adolescence, and to consider adolescence as ended when the individual has achieved 'adulthood'.¹¹

Pubescence refers to the characteristic group of bodily changes associated with the sexual maturation of the individual. Ausubel¹² notes that physical change is only a small part of the entire field of adolescent development. Behavioral, emotional and social changes also occur during this developmental period.

The age at which puberty actually occurs has been the subject of considerable investigation. The use of different criteria in attempting to determine sexual maturity has resulted in a wide range of variability. "When the criterion of straight pigmented pubic hair is used for boys, typical averages are 13.1, 13.4, 13.9 and 14.4."¹³ In terms of sexual experiences and activity

11

R. G. Kuhlen, The Psychology of Adolescent Development (New York: Harper, 1952), p.6.

12

David P. Ausubel, Theory and Problems of Adolescent Development (New York: Grune and Stratton, 1954), p. 73.

13

Ibid., p. 94.

¹⁴
Kinsey, has found that practically all boys experience orgasm by the age of fifteen.

In an examination and evaluation of the criteria of sexual maturity a recent inquiry ¹⁵ directs attention to the choice of an adequate criterion in determining the age of pubescence as a pseudo - problem. "First, pubescence by definition refers to a constellation of typical bodily changes associated with sexual maturation, and not to any particular change...second, each of the component bodily changes occurs over a period of time rather than all at once. Hence, when the physical phenomena of pubescence are considered as a whole, it is meaningless to conceive of a definite age of puberty. It is more reasonable to think of an interval of several years embracing a series of changes that are initiated in characteristic sequence and progress to completion as different rates of development..."

Twelve through eighteen years of age has been cited as a wide range of variability in pubescent develop-

14

Alfred C. Kinsey, Wardell Pomeroy and Clyde Martin, Sexual Behavior in the Human Male (Philadelphia: W.B. Saunders Co., 1948).

15

Ausubel, op.cit., p. 93.

16 17
ment for boys.

It has been customary to divide the adolescent period into various stages, either on the basis of chronological intervals or the degree and type of adjustive stress experienced by the individual. Thus Cole,¹⁸ Dales¹⁹ and Moser²⁰ refer to age categories, whereas Ausubel,²¹ Cruze²² and Kuhlen²³ make use of adjustment periods in defining early or beginning adolescence.

16
Ibid., p. 92.

17
Ruth J. Dales, "A Method of Measuring Developmental Tasks for selected scales at the Beginning of Adolescence" (Unpublished Ph.D. Dissertation, The University of Cornell, Ithaca, 1953).

18
L. Cole, Psychology of Adolescence (New York: Rinehart, 1948).

19
Dales, op.cit.

20
Clarence G. Moser, Toward Understanding Boys in Early Adolescence (Maplewood, New Jersey: R.E. Somme, 1955). (monograph).

21
Ausubel, op.cit., p. 70.

22
Wendell W. Cruze, Adolescent Psychology and Development (New York: Ronald Press Co., 1953).

23
R.G. Kuhlen, The Psychology of Adolescent Development (New York: Harper, 1952).

Although it is recognized that the total range of pubescence for boys is from twelve through eighteen years, for most boys it is limited to twelve through fourteen years. Since this range approximates junior high school ages, the Junior Hi-Y age grouping of the Young Men's Christian Association, and the age grouping of the Boy Scouts, it was the range utilized in the present study and is defined as the beginning of adolescence.

The initial stage of adolescence has been characterized as a period involving the greatest amount of stress during adolescent growth. In support of this contention the following factors are advanced:

First, the individual must contend with the disorientation produced by the abrupt loss of childhood status. Second, in the light of the unrealistic expectations of preadolescents about the status prerogatives enjoyed by adolescents in our culture, the discovery that (despite their close physical resemblance to adults) they are completely rejected by adult society and have almost no opportunities for acquiring adult status comes as a rather rude and traumatic awakening. Third, it takes a certain amount of time for adolescents to anchor themselves in the peer culture that will furnish the major portion of their interim status.²⁴

25

Cruze, sees the young adolescent as always looking

24

Ausubel, op.cit., p. 71.

25

Cruze, op.cit., p. 238.

for something to bolster his self-confidence and assure him that he is socially acceptable. He also observes that in early adolescence large numbers of friends are sought as an indication of popularity, while in middle adolescence, the individual is more socially secure and is concerned with cultivating the "right" friendships rather than acquiring many casual relationships.

The events taking place in the lives of early adolescents are brought sharply into focus by Havighurst²⁶ in a recent magazine article entitled The 13 Year Old.

Although the age of 13 is not the happiest age nor the golden age as seen by adults, it is a necessary age. It is an inevitable transition period, which the normal youngster goes through with some tribulation for himself and everybody else. But his own uncertainty and the baffled feelings of parents and teachers in dealing with him are merely symptoms of the fact that important events are taking place in his life as he stands at the frontier of adulthood, with the happiness of a lifetime at stake.

It has been stated that the young person, faced with the loss of childhood status, seeks a large number of friends during the beginning of adolescence. These friendships, and the groups formed as a result of age-mate

26

Robert J. Havighurst, "The 13 Year Old," National Education Association Journal, (January, 1956), p. 12.

relationships, furnishes security for the individual. Of particular concern to the present study is an understanding of the functions of adolescent peer groups, and the impact of these group experiences on the individual during the early adolescent period.

III. LITERATURE REGARDING PEER GROUPS

What the adolescent strives for and how his efforts are expressed are mainly determined by the culture patterns which surround him. The following quotation from Cowell²⁷ emphasizes that an adolescent pays a fairly high emotional price for being socialized.

The hampering restrictions of an adult culture, which limit opportunity for the adolescent to use his budding capacities and to be accorded a status more in harmony with his development, are highly frustrating factors.

The strong desire of adolescents to set up their own group provides evidence of their efforts to fill the roles denied them in the prevailing culture.

The benefits to be obtained from peer group participation are well documented by Henry:²⁸

²⁷
Cowell, op.cit., p. 221.

²⁸
Nelson B. Henry, Ed., Forty-Third Yearbook of the National Society for the Study of Education, Part I, Adolescence, The University of Chicago Press, Chicago, 1944.

The peer group, whether it is a neighborhood play group, a social clique, or a delinquent gang, offers the child or adolescent greater continuity in terms of time, and more understanding than he finds in more adult-directed groups. Among his age-mates, he is continuously regarded as a human being, a total personality; in adult directed groups, some artificially separated aspect of his is regarded as in need of training by this or that adult leader in the school, the Sunday school, or the recreation center. Next to the family in childhood, and probably equally with the family during adolescence, the peer group provides satisfactions to the basic urges for security in the warmth of friendship and the sense of adequacy that comes from belonging.

The neighborhood, school and social centers provide opportunities for youth to learn the ways of adult behavior. They organize their own athletics, select leaders, enjoy "bull sessions" and plan activities. In doing these things they are setting up a peer world of their own which they may control and by which they gain independence denied them by adults.

Whereas the peer group helps fulfill the desire to be independent from adult standards and controls, it also imposes on the individual strict group conformity. This adherence to peer group standards is elaborated upon in the following statements:

Despite the fact that standards of qualities which make for acceptance vary from culture to culture and from period to period within a given culture, group approval is the most powerful influence in adolescent behavior.²⁹

...Perhaps because of the resulting uncertainty as to his own position in other groups, he is very likely to become deeply concerned about his position in his own age group. Whatever the reasons, nearly all American investigators have agreed in stressing the eagerness with which most adolescents strive to conform to the standards of their own age groups.³⁰

An interesting commentary on the "conformity" aspect of peer group relations is provided by Riesman³¹ in The Lonely Crowd. In his distinction between the "inner-directed" and the "other-directed" child, the child adapting himself to the peer group surrenders independent judgement and values.

As the young person passes from late childhood into early adolescence there is a distinct shift in interests and activities. This is especially significant in regard to social activities.

At puberty the interest in 'gangs' begins to wane and adolescents begin to form slightly larger social groups that are composed of members of both sexes... The adolescents themselves seem aware of the important changes in their group relationships, for they now refer to their group as the 'crowd' rather than the 'gang'.³²

30

Theodore M. Newcomb, Social Psychology (New York: The Dryden Press, 1954), p. 326.

31

David Riesman, Nathan Glazer and Revel Denney, The Lonely Crowd (Garden City, New York: Doubleday Anchor Book, 1956), pp. 93-94.

32

Cruze, op.cit., p. 223.

Breckenridge and Vincent find that even though in some socio-economic groups gangs persist after puberty, the gang age is terminated by adolescence.

Adolescence is marked by a great number of social groupings formed around special interests, the need for recognition, and formalized school and social agency programs. Although the varieties and types of groups are almost limitless one authority ³⁴ has classified these groups into four major types which include: (1) friendship and acquaintance, (2) avocational and interest, (3) national agency and (4) administrative.

As this study is particularly concerned with the friendship and acquaintance type of peer group a brief description of this group is presented.

The common characteristic of this familiar type of group is that they depend upon the mutual acceptance of the members in terms of their total personalities, rather than on the basis of single interests. They involve positive emotional response to the members of the group which, while it may not prevent mutual criticism, does not carry hostility to the point of rejection of the person as a whole. Within the confines of such intimate groups the person feels as free as he normally does within the family to be himself with the assurance that

33

Marian B. Breckenridge and E. Lee Vincent, Child Development (Philadelphia: W.B. Saunders Co., 1943), p. 460.

34

Grace Longwell Coyle, Group Work With American Youth (New York: Harper and Brothers, 1948), pp. 45-73.

he will not thereby lose his relationship...

Within the confines of the friendship or natural grouping are the "clique", "crowd" and "gang".

The adolescent 'clique' is a more or less permanent, closely-knit, selective, and highly intimate small group of individuals who share common desires, problems and interests. Shared purposes and social class values, although necessary, are not sufficient for clique formation. More important are personal compatibility and bonds of mutual admiration and affection.³⁶

The 'crowd', is a larger social formation in which interpersonal feelings are less important and more impersonality prevails. Homogeneity in background, goals and ideals are similar but rigid conformity is not required.³⁷

An adolescent 'gang' is usually unisexual, places greater emphasis upon achieving a specific group goal (sexual, athletic, delinquent, aggressive), requires more solidarity and loyalty from its members...and resembles the preadolescent gang in its preoccupation with excitement, adventure and the formal trappings of organizational secrecy.³⁸

On an informal basis, nondeviant groups function as cliques or crowds. More formally they are organized into sex differentiated groups such as Scouts, fraternities and societies; or into bisexual extra-curricular interest clubs.³⁹

35

Ibid., p. 50.

36

Ausubel, op.cit., p. 350.

37

Ibid.

38

Ibid.

39

Ibid., p. 377.

For the purposes of the present study the peer group will be thought of as an informal grouping of boys, twelve through fourteen years of age, who feel and act together on a clique, crowd, or gang basis.

IV. LITERATURE REGARDING SOCIAL DEVELOPMENT

The concept of developmental tasks has been utilized in this investigation as a means of understanding adolescence. Included in the list of developmental tasks cited by Havighurst, and referred to in a previous discussion, are three statements which pertain to the social development of the adolescent. These three tasks are: (1) achieving new and more mature relations with age-mates of both sexes; (2) achieving a masculine or feminine social role; and (3) desiring and achieving socially responsible behavior. For the purposes of the present study the working through and achievement of these particular tasks by adolescents is considered social development.

In his book, Human Development and Education, Havighurst has described the nature of each task, the biological, psychological and cultural basis for the tasks, and the impact of class status on the achievement

40

of tasks. McCleery has summarized the social tasks in the following manner:

The achieving of new and more mature relations with age-mates of both sexes--

Is a task whose goal, during the adolescent years, is to help the young person learn to look upon girls as women and boys as men; to become an adult among adults; to learn to work with others for a common purpose, disregarding personal feelings; to learn to lead without dominating. Biologically this task has its basis in the sexual maturity which is achieved by the individual during adolescence, at which time sex attraction becomes a dominant force in the individual's life...Psychologically, the most potent single influence during the adolescent years is the power of group approval. From the age of thirteen or fourteen most boys and girls are preoccupied with social activities and social experimentation. This is their most important business...Within their own sex they learn to behave as adults among adults, to organize their athletic and social activities, to choose their leaders, and to create on a small scale a society of their elders.

Culturally, there is a wide variety of patterns for adolescent social relationship. These patterns vary enormously from one society to another and within a complex society such as ours.⁴¹

The second social task of achieving a masculine or feminine social role has its biological basis-

40

Robert L. McCleery, "Understanding the Teen-Ager" (paper read at the Y.M.C.A. Staff Institute, Omaha, Nebraska, April 30, 1955). (mimeographed).

41

Ibid., pp. 1-2.

In the widening of the physical differences between the sexes during puberty women become definitely the weaker sex in terms of physical strength. They also become physically attractive to men and thus gain one kind of power while losing another. Psychologically this task has its basis in the necessity for a boy to accept the idea of becoming a man and the girl to accept the idea of becoming a woman.⁴²

43

Although it has been conceded that for most boys this task is easy to achieve and hardly seems to be a task in many cases, one researcher maintains that the acquisition of social sex role is in some ways more difficult for boys than girls.

Boys are required to undergo greater personality change...For boys there is also less continuity from the adolescent to the adult social sex roles. Athletic ability and heterosexual effectiveness are less related to the adult male role than glamourousness is to the adult female role... Girls are not really driven by the culture as are boys to prove their adequacy and maintain their self-esteem by their accomplishments.⁴⁴

The desiring and achieving of socially responsible behavior is the third task of social development. "This has as its goal to participate as a responsible adult in the life of the community, region, and nation; to take

42

Ibid., p.2.

43

Ibid., p.2.

44

Ausubel, op.cit., pp. 418-420.

account of the values of society in one's personal behavior."⁴⁵

One of the objectives of the present study was to discover how much importance boys attach to their peer group experiences in aiding them to work through their social developmental tasks. Cole,⁴⁶ interested in the effects of crowd membership on the individual, has discovered that adolescents themselves feel that the advantages obtained from membership in a crowd greatly outweigh any possible disadvantages. Adolescents believe that they gain the following values from membership in crowds; (1) experience in getting along with other people, (2) experience in social skills, (3) development of loyalty to a group, (4) practice in judging people, and (5) experience in love-making under favorable circumstances.

The following quotation also emphasizes the importance of peer group membership to the achievement of social developmental tasks:

Many of the developmental tasks can only reach a satisfactory solution by boys and girls only through the medium of their peer group. It is in

45

McCleery, op.cit., p. 4.

46

L. Cole, Psychology of Adolescence (Third Edition; New York: Rinehart and Co. Inc., 1948), p. 217.

this group that by doing they learn about the social processes of our culture.⁴⁷

⁴⁸
Havighurst contends that the peer group becomes more and more important as the child moves into adolescence. He also feels that within the peer group the adolescent obtains the experience necessary to master the tasks of achieving new and more mature relations with age-mates of both sexes and achieving a masculine or feminine social role.

The desiring and achieving of socially responsible behavior has been characterized as one of the crowning accomplishments of adolescence.⁴⁹ The individual's relations to social groups and institutions and his forming of ethical concepts are involved in this task. The impact of peer group experience on the achievement of this task does not seem as great as on the previous social tasks. Ausubel maintains that there is:

An inevitable widening of the child's social horizon where he grows away from the restricting confines of the family and of the neighborhood

⁴⁷
Nelson B. Henry, Ed., *Forty-Third Yearbook of the National Society for the Study of Education, Part I, Adolescence* (Chicago: The University of Chicago Press, 1944), p. 217.

⁴⁸
Robert J. Havighurst, *Human Development and Education* (New York: Longmans, Green and Company, 1953), p. III.

⁴⁹
Ibid., p. 142.

peer group. He requires more first hand knowledge of social institutions and of the differences in caste and class mores and values in our mosaic-like culture. This improved perspective of our cultural heterogeneity, however, depends upon more than increased social experience alone. Also implicated are growth in ability to formulate abstractions and to perceive both hierarchical relationships in groups structure and the distinguishing symbols of social class status...He is more free to come and go as he pleases, to participate in activities at a distance from home, and to make friends beyond the radius of the neighborhood...⁵⁰

The problems associated with this task are difficult and hard to overcome. "It comes as quite an unpleasant shock to many adolescents that the achievement of adult status is not a direct consequence of attaining physical maturity...As children they fail to grasp the significant difference in status separating adults from the younger individuals who resemble them in form only. They nurture an idealized conception of the status, privileges, and prerogatives which are accorded adolescents in our society. Having this naive aspiration of graduating immediately to adult status, they are keenly disappointed to discover that they still have no standing in the adult world...⁵¹

50

Ausubel, op.cit., p. 313-314.

51

Ibid., p. 316.

Because of the almost complete separation of the value and interest systems of child and adult in our culture, adolescents experience considerable discontinuity and hardship in abruptly scrapping the prestige-giving values of childhood and identifying with adult values. This is particularly difficult since not very long ago they had enjoyed the king-pin status of being the biggest children in the world of play, and had reluctantly relinquished this status in the process of assimilating adult goals and standards of responsibility...⁵²

An instrument to measure the adjustment of adolescents to their developmental tasks has been devised by McCleery.⁵³ This instrument has been published by the University of Nebraska Press with the title McCleery Scale of Adolescent Development. McCleery states that the scale has been constructed for the purpose of, "comparing the individual adolescent with other adolescents as concerns ten developmental tasks based on Havighurst. It is designed to compare his responses on 150 test items with the responses of mature and immature adolescents respectively and to determine which group he resembles and to what extent he is like the members of one group or the other."⁵⁴

⁵²

Ibid., pp. 316-317.

⁵³

Robert L. McCleery, McCleery Scale of Adolescent Development (Lincoln: The University of Nebraska Press, 1955).

⁵⁴

Ibid., p. 3.

Further use of this instrument has been made by Hamlin⁵⁵ in his analysis of the differences in expressed concerns for adolescent developmental tasks between members of Hi-Y clubs and non-members. The findings on the social developmental tasks reveal no significant difference between Hi-Y and non Hi-Y young people with regard to their McCleery Scores for the task of achieving new and more mature relations with age-mates of both sexes. On the second task of achieving a masculine or feminine social role a significant difference was found with Hi-Y members having a greater degree of achievement than non Hi-Y members. In analyzing the scores on the task of desiring and achieving socially responsible behavior it was found that Hi-Y boys score lower than do non Hi-Y boys.

V. SUMMARY

Adolescence is viewed as a stage in the normal process of human growth and development. This stage is not one of abrupt departure from the growth pattern, but does have particular tasks which must be achieved if the individual is to meet success with tasks at a later level

of maturity. These tasks result from physical maturation, the pressure of cultural processes and the desires and aspirations of the emerging personality.

The beginning of adolescence is characterized as a period in which sexual maturation occurs, cultural processes bring new pressures to bear on the young person and personal disorientation may be produced by the loss of childhood status.

What the adolescent strives for and how his efforts are expressed are mainly determined by the culture patterns which surround him. Unable to find a secure role in the adult culture the individual seeks the satisfactions of friendship and a sense of adequacy in the peer group. While the peer group helps fulfill the desire for recognition and independence from adult controls, it imposes strict group conformity.

The social development of the young person is identified with three tasks which pertain to his relations with age-mates, his social role and socially responsible behavior. The literature supports the premise that the adolescent does gain aid in meeting some of his social tasks through peer group experiences. It also indicates that there is need of an investigation within the framework of developmental tasks. Research projects have been carried out on many aspects of social development, yet,

it is difficult to obtain a clear prospective of the importance of group orientation to the socialization process.

The literature on peer group involvement and its relation to socially responsible behavior is particularly scanty. The Hamlin study is interesting, in that male members of the Hi-Y, a formal peer group, scored lower on the McCleery Scale than non Hi-Y boys regarding achievement of responsible behavior. This entire question of socially responsible behavior needs additional emphasis and clarification.

The critical period of beginning adolescence represents an important problem for parents and educators who feel a responsibility toward assisting youth in meeting their social needs. The influence of peer group experiences must be understood if the adult is to have any success in helping the individual to attain socially responsible behavior.

CHAPTER III

PROCEDURES

The purpose of the present study was to answer the question as to whether peer group experiences are considered to be important by boys, at the beginning of adolescence, in helping them to achieve the social developmental tasks of new and more mature relations with age-mates of both sexes, a masculine social role, and socially responsible behavior. p. 115

It has been stated that an understanding of the impact of peer group experiences on the young adolescent has implications for the educator, parent and group leader. These implications involve the kind of social instruction to be provided, making effective use of peer group functions in program planning, and devising new methods to supplement and guide group experiences which may assist the individual through the socialization process. p. 116

The research procedure consisted of (1) gathering statements of problems boys experience in achieving the tasks of social development; (2) classifying and refining these statements with the assistance of a panel of judges; (3) devising a scale to measure the importance of peer group experiences in relation to boys meeting their social

development tasks; (4) interviewing a sample of boys to determine their peer group involvement; and (5) administering the scale to boys who were considered members of peer groups.

I. GATHERING STATEMENTS OF PROBLEMS

The assumption is made that the statements of problems boys face in their everyday affairs provide insight into their current social task involvement. Thirty-six boys, selected through a random sampling, were personally interviewed. Twelve individuals were in each of three separate age categories; these categories were twelve, thirteen and fourteen years of age.

During the interview the nature of each social task was described. It was determined, before areas of concern were recorded, as to whether the participant had a clear understanding of what was intended. The questioning with regard to each of the task areas was conducted separately. When the listing of problems pertaining to a particular task was completed, the following task was again described and a determination was made as to how clearly the individual understood the item.

Some reluctance to giving expressions of personal problems was discovered during the six pilot interviews. It was discovered that if these boys were first asked to

relate problems of other boys they know, they could be guided into presenting some of their own concerns. This technique became part of the interviewing process for the individuals who were later interviewed.

Approximately one hundred problems were obtained from thirty-six boys in each of the three task areas. Statements which did not bear any relationship to a specific task were eliminated. In the event that two or more statements pertaining to essentially the same problem occurred, the item best describing the problem was used. Fifty to sixty problems per task, as originally worded by the participants, were retained.

II. REFINING AND CLASSIFYING THE DATA

After the initial compilation of the problems, further editing was undertaken. Refinement of the statements was based on the following criteria: (1) statements should be so phrased that they are understandable to the population of boys twelve through fourteen years of age. (2) Expressions of problems which are ambiguous in nature should be eliminated. (3) Statements should be as brief as possible. (4) The wording of each statement should follow a pattern similar to the wording of all other statements.

The additional editing resulted in a list of one

hundred and thirty five statements with forty five statements related to each of the three social tasks.

Two questions of concern pertaining to the revised list of statements were: (1) How adequate was the description of each problem, and (2) to which particular task was an expression of a problem most closely associated?

In order to help answer these questions a panel of five judges was selected. These people have the following backgrounds: one is a community agency boy's program leader, another is principal of a junior high school, two are actively engaged in developing measurement instruments based on the "task" concept, and one is a professional investigator who has made use of the "task" concept in previous research. All of the judges were familiar with the concept of developmental tasks.

The judges were first asked to evaluate the statements of problems which were typed on three by five inch file cards. Judges were permitted to make corrections and revisions on the cards. As a result of the evaluation made by the judges the phraseology of many statements was changed, while some other items were entirely reworded.

To aid the judges in analyzing the relationship of problem statements to the various social tasks a "card sort" technique was developed. The statements that the

boys felt were associated with the task of achieving new and more mature relations with age-mates were placed on file cards and numbered one through forty five. Items concerned with the task of masculine social role were numbered forty-six through ninety, whereas cards ninety-one through one hundred and thirty-five were assigned to the task of achieving socially responsible behavior. The cards were then placed together and shuffled. On a large sheet three locations were fixed, with each location containing the description of one of the social tasks. The judges were instructed to place each card representing a problem, on the task location which was most closely related to the problem.

The criterion used for the retention of items was based on the judgements of both the boys and the judges. A weight of two was assigned to the judgement of boys, and one point was assigned to the evaluation of judges. The total possible score for any item was seven points. Any item having a score of five or more points was retained.

The analysis of the judges indicated a total of thirty five or more problems related to each social task. At the suggestion of one of the judges it was determined that thirty five statements should be assigned to each task. Arbitrarily selected for retention were the items with the highest scores in the two task areas in which more

than thirty five problems had been retained. The final list of one hundred and five statements of problems is exhibited in Appendix A.

III. CONSTRUCTION OF THE MEASUREMENT DEVICE

In constructing the measurement device certain criteria were taken into consideration. The first criterion was that an appropriate measuring instrument would measure the status of subjects with regard to their feeling of the importance of their peer group relations in the achievement of three social developmental tasks. Next the device should be constructed in such a manner as to be easily administered to the individual adolescent or groups of adolescents. Further, the instrument should have the possibility of being administered within a relatively short period of time. Another criterion was that the device should yield scores which could be used in subsequent statistical analysis.

Prior to the designing of the present research,¹ Hamlin was developing a card sort technique for use in a National Y.M.C.A. Physical Education Study. This instrument involves the placing of cards, containing statements of experiences, on certain fixed locations on a

¹
Dr. Richard E. Hamlin is the Associate Director of Research for the National Council of the Y.M.C.A.

large sheet of cardboard. A five point scale is used, with each location on the cardboard representing a point on the scale. Through this process the individual indicates his evaluation of each statement of an experience by placing the card on the location to which he feels it is most closely related. The unique feature of the Hamlin technique is the use of drawings for each location. For example, on the location marked "don't know" there is a drawing of an individual scratching his head signifying a "don't know" attitude.

After analyzing this instrument in relation to the stated criteria for the designing of the present device, it was determined that the Hamlin instrument would meet the needs of this investigation.

It has been previously stated that a sample of boys was personally interviewed so as to have their reaction to the three social developmental tasks. These statements, representing concerns which the boys reported about the tasks, were placed on three by five inch file cards. Thirty-five statements are related to each of the three tasks; or a total of one hundred and five statements.

Hamlin furnished six "card sort" boards on which the following changes were made: (1) on top of the board the statement, "How important is your group in helping you with these experiences?", was placed; (2) the five squares

or locations were labeled "definitely important" (upper left corner), "important" (upper right corner), "don't know" (center position), "not important" (lower left corner), and "definitely not important" (lower right corner).

The weights assigned to each of the rankings were: definitely important--five, important--four, don't know--three, not important--two, and definitely not important--one.

Instructions for the use of the scale (Appendix B) emphasize that the boy should evaluate each statement of a problem and then place the card on the location indicating how important is the help he receives from his group with the particular problem. A standard I.B.M. electric scoring answer sheet was employed.

IV. SELECTION AND INTERVIEWING OF PARTICIPANTS

Through the cooperation of the Omaha, Nebraska Board of Education it was possible to establish contact with Monroe Junior High School located in Northwest Omaha. Permission was granted to check the student card file to obtain names and addresses of individuals needed for the investigation. A stratified sampling procedure was used. Twelve boys in each age category (twelve, thirteen and fourteen) or a total of thirty six boys were obtained by selecting every fourth card in the school card file.

The purpose of the interviews was to determine if the individual was a member of a peer group as defined in the present study. In order to adequately determine peer group involvement the following criteria were developed: the individual has three or more close friends, he has been in intimate contact with his friends for at least ninety days, he meets with these individuals two or more times per week, and his friends are approximately the same age. A copy of the interview schedule is exhibited in Appendix C.

Forty boys were interviewed to determine their peer group involvement. Of this number thirty six were given the scale, three were deviant cases and one refused to participate after being interviewed. The deviant cases consisted of a thirteen year old boy who was disfigured facially from burns and felt that his only friend was his brother; a twelve year old boy who played only with nine and ten year old boys; and a boy thirteen years of age, living at a Boy's Home, who had a paper route and explained that he did not have time for close friends. The one boy who refused to be tested had a fear something detrimental would be discovered and reported to the school officials. It was impossible to persuade him that this would not happen.

V. DETERMINATION OF SCALE SCORES

The scale yields a total score for each individual and a score for the individual on each of the three task areas.

It will be recalled that thirty-five statements of problems were assigned to each task area. It will also be recalled that the scale rankings ranged from five for "definitely important" to one for "definitely not important". Thus, a person indicating that the help he received from his peer group was "definitely important" in assisting him with all of the thirty-five experiences associated with the first task would receive a total score of one hundred and seventy-five. If he considered peer group help as "important" on all items his score would be one hundred and forty.

The total scores for all individuals in each of the task areas are listed in Appendix D.

VI. ADMINISTRATION OF THE SCALE

Officials at Monroe School reserved a room to be used after school hours for the administration of the scale. A set of standardized instructions was given to each participant. Prior to being given the scale every individual was questioned personally as to whether or not he thoroughly understood what was involved. The instruction sheet is exhibited in Appendix B.

The amount of time needed to complete the scale averaged approximately twenty minutes per person.

VII. SUMMARY OF PROCEDURES

A scale was constructed to measure the status of boys

at the beginning of adolescence with regard to their feelings of how important peer group experiences are in helping them to achieve the three tasks of social development. The scale was administered to a total of thirty-six boys, considered to be members of peer groups, and who are students at Monroe Junior High School.

Throughout the discussion the measurement device has been referred to as a "scale". Actually, three separate and distinct scales have been constructed, with each one being related to a specific task of social development.

CHAPTER IV

RESULTS

The steps in the procedure of scale construction and the administration of the scales were outlined in the previous chapter. In this chapter, the findings are presented in detail.

Three scales were designed to measure the importance boys attach to their peer group experiences for the achievement of certain social developmental tasks. The devices and the tasks they are related to are:

- Scale I -- Achieving new and more mature relationships with age-mates of both sexes.
- Scale II -- Achieving a masculine social role.
- Scale III -- Desiring and achieving socially responsible behavior.

In order to determine the reliability of the scores in the three task areas, split-half reliability coefficients were computed.

TABLE I
SPLIT-HALF RELIABILITIES OF SCALE SCORES

SCALE	I		II		III	
	1st	2nd	1st	2nd	1st	2nd
MEAN	68.6	71.7	71.5	74.6	64.8	69.1
σ	9.1	11.3	8.3	8.9	10.4	10.4
RELIABILITY	.86		.83		.86	

An inspection of Table I indicates that Scales I, II and III with $N=36$ are sufficiently reliable as measured by split-half reliability. The three coefficients of .86, .83 and .86 are statistically significant beyond the .01 level, with 34 degrees of freedom. Assumptions underlying the use of the split-half reliability coefficient are approximately met through rectilinearity of regression and approximate means.

It will be recalled that thirty five statements of problems were assigned to each task area. In the splitting of each scale seventeen items were arbitrarily assigned to the first half and eighteen to the second half. In terms of expectations the second half has greater σ , with one exception, and a consistently higher mean than the first half.

Following the use of the split-half coefficients for reliability, the three scales were inter-correlated. Scale I was correlated with Scale II, Scale II with Scale III, and Scale III with Scale I. Coefficients of .76, .76 and .49, respectively, were obtained from this procedure. The correlations are statistically significant at the .01 level of significance.

An interpretation of the data indicates that peer group experiences are judged, under the conditions of the present study, "important" (or more closely related to

"important" than "don't know") for the solving of thirty five problems associated with each of the three developmental tasks, by the boys who made up the study sample.

The inter-correlations among the scales revealed that Scale I -- mature relationships with age-mates of both sexes correlated highly with Scale II -- masculine social role; but apparently much less with Scale III -- socially responsible behavior. The significance of the difference was not tested.

The findings tend to support the hypothesis that boys, at the beginning of adolescence, feel their peer group experiences are important in helping them to achieve the tasks of social development.

CHAPTER V

IMPLICATIONS

In Chapter IV an analysis of the present study findings was presented. Certain of these findings have implications for educators and social agency leaders working with boys at the beginning of adolescence. These findings will also be discussed in relation to peer group leadership and education for community life.

I PEER LEADERSHIP

It will be recalled that the task of desiring and achieving socially responsible behavior involves the achieving of a mature set of values and a set of ethical controls that characterize a good man and a good citizen. Also involved is the beginning of moral responsibility in one's relations with others. The findings of the present study indicate that peer group experiences are considered to be approximately important by boys for the achievement of this particular task.

In a previous chapter of the present study, the powerful influence of the peer group upon the individual was described. If the task of achieving socially responsible behavior is to be achieved, it would seem that methods must be adopted which would make the influential peer experiences more meaningful to the individual in the

achievement of the task. It would also seem that the leaders of the peer group would be in the most advantageous position to so guide group experiences that they could become more meaningful to the young person who is attempting to achieve socially responsible behavior.

Knowledge and understanding of the leadership of a peer group is important for several reasons. First, it is a major force for establishing and maintaining conditions for a socially responsible group. Peer leadership is also a main channel for changing group goals or patterns, either for better or worse. Second, it is a main source of influence in the group toward acceptance or rejection of ideals and values. If the peer leaders stand for socially responsible values, the group control and pressures are more likely to support these values.

It would be a major contribution to society if educators and social agency leaders could attract, train, and motivate the leaders of peer groups toward real acceptance of socially responsible behavior as a group goal.

II. EDUCATION FOR COMMUNITY LIFE

The findings of the present study indicate that peer group experiences are not considered definitely important, but approximately important to the individual for achieving

the task of socially responsible behavior. Havighurst maintains that as far as actual task achievement by the individual is concerned, "...we must recognize that it is very poorly accomplished..."¹ Therefore, he contends that the educational system is the agency that offers most promise of improving the situation. Havighurst also believes that students should study the history, geography, business, industry, government, and religious and cultural life of their community.

Through formal educational methods which emphasize socially responsible behavior young people may learn more about the structure and makeup of their community. On the other hand, education which provides an actual training experience in socially responsible behavior is also necessary. It is in this particular area that social agencies can make a significant contribution. Fair play, insistence upon the rights of others as well as one's own, cooperation, friendliness, tolerance, and the desire for civic spirit should become objectives of each group reached by a particular agency.

The achievement of socially responsible behavior by

¹
Robert Havighurst, Human Development and Education (New York: Longmans, Green and Company, 1953), p. 145.

the adolescent is to some extent related to the school and social agencies with which he is associated. Whereas schools and social agencies have been concerned with aiding individuals in achieving socially responsible behavior, the findings of the present study and the observation by Havighurst would indicate that they could be an even greater force in this area. It is suggested that greater emphasis by both the school and social agencies must be placed on the education and training of youth so that the task of achieving socially responsible behavior may be satisfactorily accomplished.

Boys at the beginning of adolescence may be assisted in achieving the task of socially responsible behavior through the training and motivating of peer group leaders who may help provide group experiences more meaningful to the individual as he attempts to achieve this task.

School and social agencies may also play an important role in aiding the young person to achieve this task by emphasizing the necessity for socially responsible behavior and conducting programs which furnish the individual with a knowledge of his community and the principles of socially responsible behavior.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Peer groups provide the opportunities for adolescents to learn the ways of adult behavior. During childhood these groups supplement the home and school, but in adolescence the peer group often takes priority over these institutions in its demands for the time and loyalty of its members.

Members of the group are usually held together by strict conformity to certain types of behavior. This may lead to disagreement between the peer organization and people who represent the authority of the adults. If this situation is handled wisely by adults, the peer group experiences can be valuable to the adolescent in achieving social maturity.

The present research was instigated in an effort to more fully understand the relationship of peer group experiences to the social development of boys at the beginning of adolescence.

Purpose of the Study

The purpose of the present investigation was to determine the importance of peer group experiences in

relation to the accomplishment of three social developmental tasks by boys at the beginning of adolescence. The problem consisted of defining social developmental tasks for boys at the beginning of adolescence; identifying the social adjustment problems of boys twelve through fourteen years of age; developing scales in order to determine the importance young adolescents place on their peer group experiences in the achievement of three social developmental tasks.

The hypothesis which is tested in the present study is:

Boys, at the beginning of adolescence, feel that their peer group experiences are important in the achievement of three social developmental tasks.

Examination of the Literature

Adolescence is now viewed as a stage in the normal process of growth and development. This stage is not an abrupt period of "storm and stress", but does have particular tasks which must be achieved if the individual is to meet success with tasks at a later level of maturity.

The beginning of adolescence is characterized as a period in which there is a loss of childhood status and cultural processes bring new pressures to bear on the young person. What the adolescent strives for and how his efforts are expressed are mainly determined by the culture patterns which surround him.

Unable to find a secure role in the adult culture the individual seeks the satisfactions of friendship and a sense of adequacy in the peer group. Although the peer group helps fulfill the desire for recognition and independence from adult controls, the individual also conforms to certain behavior patterns which may directly oppose adult cultural patterns.

The developmental task concept was employed as a way of understanding the normal growth and development of the adolescent. The formulation of three social tasks by Havighurst provided the framework for the concept of social development.

Procedures

Three scales were developed to determine the importance boys, at the beginning of adolescence, place on peer group experiences in relation to the working through of three social developmental tasks.

These devices are composed of lists of statements of problems and a variation of the Hamlin "card sort" technique. Through the use of the card sort, individuals who are members of peer groups, evaluate the importance of their peer group experiences in helping them to solve the problems associated with the three social developmental tasks.

A total of thirty-six boys, ranging from twelve through fourteen years of age, completed the scales. These individuals were selected on a random basis from the card file of Monroe Junior High School located in the Northwest section of Omaha, Nebraska.

In order to determine the peer group involvement of the boys a set of criteria was established dealing with this phase of the research. Of the forty boys interviewed, it was discovered that three boys were not members of peer groups as described by the formulated criteria. One boy, who was affiliated with a peer group, failed to complete the scale.

The study instruments yield scores for the individual on each of three social tasks. Scores are derived from the five scale rankings which are weighted five points for "definitely important" through one point for "definitely not important".

Summary of Findings

The split-half reliability coefficients are .86 for achieving new and more mature relationships with age-mates of both sexes; .83 for achieving a masculine social role, and .86 for desiring and achieving socially responsible behavior. These coefficients are statistically significant beyond the .01 level of significance.

The three scales were also inter-correlated. Coefficients of .76, .76 and .49 were obtained from this procedure, and they are all significant at the .01 level of significance.

II. CONCLUSIONS

The problem considered in the present study concerns the defining of social developmental tasks, the identification of social adjustment problems, and the development of scales in order to determine the importance of peer group experiences for the achievement of social developmental tasks.

Three social developmental tasks as described and defined by Havighurst were considered to be the social developmental tasks for boys at the beginning of adolescence. Thirty six boys, twelve through fourteen years of age, identified their problems of social adjustment in relation to the achieving of social developmental tasks. Scales, composed of these statements of problems and the Hamlin "card sort" instrument were used to measure the importance of peer group experiences in relation to the achievement of three social developmental tasks.

In the population sampled, boys twelve through fourteen years of age, rated their peer group experiences approximately at "important" on the scale of importance

in relation to achieving the tasks of achieving new and more mature relationships with age-mates of both sexes, achieving a masculine social role, and desiring and achieving socially responsible behavior.

The boys sampled were white students enrolled at Monroe Junior High School located in the Northwest section of Omaha, Nebraska. The sampling took place during the month of February, 1957.

The findings tend to support the hypothesis that boys, at the beginning of adolescence, feel that their peer group experiences are important in helping them to achieve the tasks of social development.

III. RECOMMENDATIONS

In view of the findings obtained from the present study, certain areas for further research seem to be needed. These are as follows:

1. Additional research is needed with the study scale being administered to boys at the beginning of adolescence. There should be adequate samples of boys to make possible a standardization of this device.
2. Some time-interval studies using the scale in a before and after fashion would be helpful. Such research might take the form of administering the scale before a certain course - such as, under-

standing your community, and giving the scale to the same subjects following the experience.

Longitudinal studies, tracing the social development of boys before and after the "beginning of adolescence" period, would be useful. In short, the device should be tested further against a time factor.

3. A study of the young people who belong to peer groups, differentiated on a socio-economic basis, may provide additional information on social development patterns during the "beginning of adolescence" period.

4. A follow-up study of the same subjects tested in the present study would also be useful. This would be possible due to the fact that all data have been preserved.

5. A study of the young adolescents who belong to formal peer groups, such as school sponsored clubs, Boy Scouts, and Y.M.C.A. groups would be of interest, if carried out with a design like that of the present study. It would be interesting to discover what differences might exist between the impact of formal versus informal peer group experiences on the social development of the young adolescent.

A major factor in additional studies should be the evaluation of the achievement of social developmental tasks in relation to youth serving organizations. It seems that this method presents an opportunity for exploration which has not been utilized. The present study scale represents a kind of instrument which, if standardized and used by reasonably competent persons, may provide useful insights about individual adolescents and groups of adolescents.

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A P P E N D I X E S

APPENDIX A

**STATEMENTS OF PROBLEMS BOYS FACE IN
ACHIEVING THE TASKS OF SOCIAL DEVELOPMENT**

STATEMENTS OF PROBLEMS BOYS FACE IN
ACHIEVING THE TASKS OF SOCIAL DEVELOPMENT

1. Having friends
2. Understanding girls
3. Learning how to dance
4. Feeling less shy in meeting girls
5. Being accepted by both boys and girls
6. Finding social activities in which to participate
7. Developing social interests
8. Making new friends
9. Learning to lead your age-mates
10. Helping you find ways of meeting girls
11. Recognizing the abilities of your age-mates
12. Knowing how your friends feel towards you
13. Understanding the differences between boys and girls
14. Helping girls and boys like you
15. Knowing how to be popular with your friends
16. Desiring to be with girls
17. Understanding the feelings of boys and girls
18. Knowing what your friends like to do
19. Becoming popular with girls
20. Planning social activities
21. Desiring to join different groups of your age-mates
22. Feeling self-assured with girls
23. Trying not to impress your friends too much.
24. Participating in more social activities
25. Desiring to be with people your own age
26. Finding places to go with girls
27. Participating in social events
28. Overcoming nervousness at parties when girls are present
29. Learning to share with your age-mates
30. Knowing if you are a boy well liked by girls
31. Being self-confident in meetings of your age-mates.
32. Participating in activities your friends like
33. Having your age-mates interested in you as a friend
34. Cooperating with your friends
35. Knowing boys and girls who want you as a friend
36. Achieving the desirable social habits of a boy
37. Helping other boys
38. Having your parents understand you as a boy
39. Knowing how to be a regular fellow

40. Being thought of as a boy with good manners
41. Participating in athletic activities
42. Being respected by boys
43. Spending money wisely when you are with other boys
44. Making decisions when you are with other boys
45. Becoming a real friend to the boys you know
46. Achieving success in activities with boys
47. Being a good example to the boys you know
48. Making boys feel that you are friendly
49. Knowing how to present yourself among boys
50. Dressing properly
51. Being thought of as grown up by other boys
52. Realizing that you are a responsible boy
53. Having an interest in what other boys do
54. Knowing how a boy grows up
55. Learning to accept responsibilities as a boy
56. Respecting the attitudes of boys
57. Understanding the way other boys act
58. Learning to know boys well
59. Respecting boys who need help
60. Learning how to be a leader among boys
61. Knowing how to control your emotions around boys
62. Getting help from other boys
63. Knowing how to act, as a boy, when you are disappointed
64. Feeling that boys trust you
65. Being accepted by other boys
66. Knowing how to act around boys
67. Being interested in activities in which other boys participate
68. Deciding if you are a grown up boy
69. Taking pride in your appearance around boys
70. Learning to do things other boys do
71. Feeling that school is important
72. Understanding your place in the community.
73. Being aware of socially responsible behavior
74. Disapproving of poor behavior
75. Expressing concern over what to do for the community
76. Learning how to participate in helpful projects
77. Having adults know you are interested in your community
78. Being of service without desiring awards
79. Finding time to know your community
80. Having your service appreciated by others

81. Learning the importance of community service
82. Being successful without hurting others
83. Getting more experience in community activities
84. Understanding how people cooperate with one another
85. Finding ways to help your friends be of service to others
86. Having respect for others
87. Learning how to accept community responsibilities
88. Knowing how to help others
89. Feeling concerned about the welfare of others
90. Understanding the way people act
91. Having an interest in your neighborhood
92. Accepting people regardless of color or appearance
93. Understanding how your behavior affects others
94. Helping others to be of service
95. Understanding the customs or different nationality groups
96. Feeling responsible for hurting the feelings of others
97. Caring for public property
98. Knowing the reasons why groups do different things
99. Finding examples of good behavior
100. Behaving the way adults think you should behave
101. Respecting the customs of people from other lands
102. Realizing why responsible behavior is necessary
103. Wanting to learn about the people in your community
104. Knowing right from wrong
105. Respecting the property of others

APPENDIX B

INSTRUCTIONS FOR USE OF THE SCALE

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We have collected some statements from boys about their experiences. Some of these are printed on cards which I have here. I would like for you to sort these cards into piles according to how important you feel your group is in helping you with these experiences. Would you place the cards on this board under the face which best shows your feeling about how important your group is in helping you with these statements. Let's call the first face "definitely important"...see how he is really showing that the group is important in helping him with the statements. Let's call the second face "important"...see how he agrees, but not too much. Let's call the third face "don't know"...he doesn't quite know. Let's call the fourth face "not important"...see how he feels that the group is not important in helping him with the statements. And let's call the last one "definitely not important"... he really doesn't think so.

Now let's try some sample cards. Put them under the right face, showing how important or not important is the help that you receive from your group with the statements on the cards.

PINE.....

Now will you sort each card into the proper place. If you would like to ask questions about any of the statements, please do so.

APPENDIX C

INTERVIEW SCHEDULE

TO DETERMINE PEER GROUP INVOLVEMENT

INTERVIEW SCHEDULE**TO DETERMINE PEER GROUP INVOLVEMENT**

1. Please give me the names of three or more of your close friends.
2. Do you get together with these friends quite often? How many times a week do you meet with your friends?
3. About how long have you been paling around with your friends?
4. What kind of activities does the group have?
5. Do these activities help you in having fun?
6. Can you think of any other help you receive from your group?

APPENDIX D

SCALE SCORES

SCALE SCORES

SUBJECT	TASK I SCORES	SCORES ²	TASK II SCORES	SCORES ²	TASK III SCORES	SCORES ²
1	153	23409	171	29241	144	20736
2	150	22500	148	21904	136	18496
3	143	20449	147	21609	141	19881
4	160	25600	164	26896	138	19044
5	152	23104	131	17161	108	11664
6	145	21025	157	24649	141	19881
7	104	10816	101	10201	83	6889
8	134	17956	138	19044	114	12996
9	92	8464	131	17161	134	17956
10	92	8464	109	11881	109	11881
11	146	21316	156	24336	151	22801
12	128	16384	128	16384	106	11236
13	134	17956	122	14884	109	11881
14	129	16641	131	17161	120	14400
15	138	19044	155	24025	124	15376
16	157	24649	157	24649	119	14161
17	133	17689	149	22201	136	18496
18	153	23409	148	21904	139	19321
19	158	24964	165	27225	160	25600
20	164	26896	163	26569	135	18225
21	141	19881	132	17424	123	15129
22	148	21904	132	17424	113	12769
23	136	18496	151	22801	150	22500
24	160	25600	162	26244	158	24964
25	162	26244	160	25600	158	24964
26	147	21609	143	20449	149	22201
27	130	16900	154	23716	157	24649
28	122	14884	137	18769	151	22801
29	160	25600	159	25281	159	25281
30	157	24649	149	22201	149	22201

SUBJECT	SCORES	SCORES ²	SCORES	SCORES ²	SCORES	SCORES ²
31	170	28900	173	29929	167	27889
32	110	12100	140	19600	120	14400
33	164	26896	171	29241	151	22801
34	137	18769	141	19881	94	8836
35	127	16129	148	21904	136	18496
36	113	12769	134	17956	138	19044
TOTAL	5049	722,065	5257	777,505	4820	659,846

mean score= 140.25 mean score= 146.03 mean score= 133.89