

Movies and Television

Insignificant differences were noted in the habits of movie attendance and television watching. Raw data indicated a tendency for the socially accepted students to attend more movies but watch television less; however these tendencies were not statistically significant.

Reading Interests

Although reading interests were much the same among the low groups and the socially acceptable girls, the high group boys tended to read more mature material. In this respect the socially accepted girls were more like the other girls than they were like the socially accepted boys. In most factors the members of a group (i.e. socially accepted or socially unaccepted) were more alike than they were like their same sex in the opposite group.

I.Q. Scores and school Achievement

There were insignificant differences noted between the two groups in age and intelligence. Apparently it is not the degree of intelligence possessed that aids toward social acceptability but how the intelligence is directed.

This general statement is in general agreement with Bonney (5,8) who found low correlation between I.Q. scores and popularity. Very bright children, for example, are sometimes very inconsiderate or indifferent to the rights of other children and they make no real effort toward the group interests. On the other hand, average, retarded students make poor social adjustments and are therefore rated low in popularity.

Hardy (23) reported that the best liked elementary age school children tended to be brighter and were distinctly more successful in school performance than were their classmates from similar home surroundings.

In each of the subject matter areas considered a larger percentage of the low group was below grade level than among the high group. Since no significant difference was noted in the intelligence, some other factor(s) must be the cause of lower grade level achievement for the low group. The question arises, "Are they below grade level because they are socially unaccepted or are they unaccepted because they are below grade level?" The relationship between the two factors is not clear in this study. It may also be noted that there seems to be some relationship between social acceptability and school grades. Perhaps receiving grades is partly a social interaction in which the unaccepted student has failed.

Rating Scale

In discussing the rating scale, it may be well to remember what Bonney (6) said about positive traits being more important for social acceptance than the negative virtues. Perhaps the low group subject could adopt some of the behavior patterns of the group that has found acceptance. He could strive to be less shy and do less day-dreaming, and at the same time try to be more self assertive (in an acceptable way), more cooperative and studious, try to be self starting and self motivated, and be a leader in worth while and socially acceptable activities.

Personal Appearance

The importance of pleasant personal appearance is emphasized in a study by Hardy (23) who found that two thirds of the popular children of his study were described as having an attractive appearance, while less than one fifth of the unpopular group were so described. Also, in the unpopular group 26% were classified as homely compared to 5% of the popular group who were so described.

It would seem, then, on the basis of this study that teenagers, in order to be popular and more acceptable to their peer group, must do what they can to make themselves more attractive physically. That girls recognize this, seemingly more than do boys, is pointed up by the fact that they (the girls) more often read the magazines and books describing how this is to be done.

The emphasis should be on the positive and try to lessen the negative attributes. Everyone has certain admirable and pleasing features. It would be well for everyone, especially the unaccepted student, to find those characteristics and emphasize them and try to minimize those that are not so pleasing.

CHAPTER VI

SUMMARY

Composite Personality

1. The socially accepted student seems to have a tendency toward more sisters than brothers and he tends to be the middle born of three children.
2. He comes from a home whose parents earn an income well above \$4,000. His father is probably a professional worker or in some field of administration or management. His home is better than average in appearance, structure, and location.
3. He probably lives in the same home with both parents. Neither parent is deceased, nor are they separated or divorced.
4. He is able to play and does play some musical instrument.
5. He probably has a hobby of some kind that requires spending money. He also is probably frequently engaged in some club activity and holds an office in the school.
6. He spends about one hour each day watching television and goes to the movies about once or twice a month.
7. He enjoys reading, has a wide variety of reading interests, including historical novels and biographies.
8. He is probably about the median age for his school class and is about on the proper grade level for his age.
9. He has an average intelligence and gets 75% of his school marks in the A and B range.
10. He tends to be less shy than average, is aggressive in an acceptable way, is cooperative, studious, daydreams only a little,

and rates high in self-motivation and leadership qualities.

11. He has a pleasing personal appearance and shows "spark" and enthusiasm.

The foregoing description would generally apply to the socially accepted girl and the socially unaccepted student of both sexes has different characteristics.

APPENDIX

SAMPLE QUESTIONNAIRE

Would you please answer as honestly and thoughtfully as you can the following questions regarding your classmates?

1. With whom would you most enjoy playing a ball game?
(Indicate by placing "F" after this name.)

2. With whom would you most enjoy going to the movies?
(Indicate by "M".)

3. With whom would you most enjoy dancing? (Indicate by "D".)

4. Whom do you think the class would choose as the most acceptable in most social situations? (Indicate by "S".)

5. Whom would you choose for number four? (Underline this name.)

6. Circle your own name.

Boys names were
listed in one
column.

Girls names were
listed in one
column.

QUESTIONNAIRE FOR _____

1. How many brothers have you? _____
2. How many sisters have you? _____
3. What place are you in the family (1st, 2nd, 3rd, etc.)? _____
4. How far do you live from school? _____
5. Are both parents living? _____ Together? _____
6. Do you play any musical instrument? _____ What? _____
7. Do you sing in public? _____
8. What hobbies do you have? _____

9. How do you spend your time out of school? _____

10. How much time do you spend weekly at the movies or watching television? _____
11. What kind of books do you like to read? _____

12. What magazines do you usually read? _____

13. What school offices have you held? _____

14. What school honors have you won? _____

DATA SHEET FOR _____

- 1. Age: _____ years _____ months
- 2. Sex _____
- 3. I.Q. Score _____ given when _____ name of test _____

4. Achievement test scores: (grade placement)
Reading _____ Arithmetic _____ Language _____ Spelling _____

5. Scholastic grading by teachers: (past and present)
Reading Arithmetic Spelling Language Social Studies

Present

Past

6. Rating (Scale 1-5) by teacher as to:
Shyness Aggressiveness Cooperation Studiousness
Daydreaming Motivation (self) Leadership

7. Location of residence _____

8. Description of residence _____

9. Chosen by: _____

10. Chose _____

11. Personal appearance _____

12. Approximately how much is the family income? _____

13. How is the income made? _____

TABLE I

Chi Square Data Showing Relationship Between
Certain Factors and Social Acceptability

Factor	Chi Square Value	Degrees of Freedom	Critical Value of Chi Square	Level of Significance
Number of brothers and sisters	1.56	1	3.841	.05
Temporal position	6.05	2	5.991	.05
Income	6.29	2	5.991	.05
Music Participation	15.32	3	11.341	.01
Offices held and Honors won	23.48	3	11.341	.01
Grade level Achievement				
Reading	3.889	1	3.841	.05
Arithmetic	8.167	1	6.635	.01
Language	4.81	1	3.841	.05
Social Studies	4.60	1	3.841	.05
School Marks	63.7	4	13.277	.01

TABLE II

t-ratios Showing Relationship Between Various
Factors and Social Acceptability

Factors	t-ratio
Number of siblings	.94*
Watching television, hours per week	.95
Number of movies per month	.11
Intelligence scores	.57
Rating Scale	5.28

*All figures less than a whole number are insignificant

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