THE EFFECTS OF TRANSITION FROM THE SIXTH TO THE SEVENTH GRADE UPON STUDENT STATUS, ATTITUDE, AND ACHIEVEMENT

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THE EFFECTS OF TRANSITION FROM THE SIXTH TO THE SEVENTH GRADE UPON STUDENT STATUS, ATTITUDE, AND ACHIEVEMENT

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

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By

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CHAPTER I

INTRODUCTION

Transition from the sixth grade to the seventh grade is for many students a most difficult if not traumatic experience. This appears to be particularly true in the promotion of sixth grade students from numerous satellite elementary schools to a centrally located seventh grade or junior high school (20, p. 3; 23, p. 623; 24, p. 36).

When the student enters the new situation, he faces numerous academic and social changes to which he must adjust. He is no longer in the smaller, self-contained classroom where he was a member of a small, relatively stable group. The social hierarchy established in the relatively stable self-contained classroom is disrupted as new friendships and allegiances are established. It is this transition from the elementary school to the junior high school and its possible effects upon student status, achievement, and attitude toward school which are under examination in this study.

Statement of the Problem

The problem of this study is the effect of movement from the sixth grade to the seventh grade upon student social status, attitude toward school, and achievement.
Theoretical Orientation to Problem and Hypotheses

A group, regardless of size, is generally defined by the degree of interaction and the feelings of interdependence experienced by its members as they progress toward a common objective (16, p. 24). The personal attractions which contribute toward the development and maintenance of a group are primarily of two types--task oriented and non-task oriented. Coffey identifies these attractions as the socio-tele (task oriented) and the psyche-tele (non-task oriented) processes within the group (9, pp. 46-50).

Northway has demonstrated that choices received on questions tapping each of these processes (socio-tele and psyche-tele) may serve as an index of social acceptability for each member of the group (22). Moreno in earlier sociometric studies (21, p. 437) and Bonney in later studies of teacher-pupil agreement on the social status of group members (5) have found that the most accurate information about social status is obtained from peer selection. In this study responses to requests for the students' selections of both work and play associates were utilized in the determination of status of each member in his group.

Numerous studies have indicated the stability of sociometric status over a period of time. Stacker, in a study of fifth grade children, found a correlation of .87 of choices received over a five-month interval (27). Criswell has found that although friendships change within a period of time, the
social status of group members tends to remain constant (12). In the elementary school, Bonney has found sociometric status as constant as IQ or academic achievement (4).

Compared to the constancy of peer choice status evident in the elementary school, studies have indicated some disruption at the junior high school level. Sells and Roff (20, p. 21) found their lowest correlations of status from grade to grade at the seventh and eighth grades, with a range of .16 - .50. Laughlin (20, p. 21), using the Social Distance Scale as an index of status, found a correlation of .55 between sixth and seventh grade status.

One of the possible explanations of the observed disruption of status between the sixth grade and the seventh grade could be related to the excessive demands transition places upon the seventh grade student. For a large number of children this shift from the elementary school to the junior high school is the first major change in school situation (20, p. 3). As noted by Rosencranz and Hayden, "An important milestone in a child's educational career comes when he leaves the comparative security of his elementary school for the larger, departmentalized junior high school." (24, p. 36) This movement into the junior high school is more than just a change in locale and teachers; it includes the demands for adjustment to a completely different type of group organization or structure heretofore experienced.

Davis characterizes the differences in the types of social structure between the grade school and the departmentalized
school as a shift from the simple to the interlocking group (14, p. 89). This shift involves an increase in social dimensions—multiple group membership. These dimensions are much more permeable and less stable than those experienced in the grade school. However, they are interrelated in such a way to contribute to a position in the larger whole.

Studies by Buswell (8) and Schmuck (25) indicate a relationship of peer status to both achievement and attitude toward school. The observed disruption of status between the sixth and seventh grades indicates that an examination of change of status upon student achievement and attitude might be successfully made.

Kelly (19), in a communication study, presented indirect evidence that when mobility pressures exist task performance is likely to suffer. Burstoin and Zajonc (7) have demonstrated that a member's performance improves when status is increased and that his performance suffers when his status decreases. It is theorized that a rise in status increases the incentive for making contributions to the group outcome, with negative effects accompanying a decrease in status. Jensen, as quoted by Eson (15, p. 215), concludes that "Social acceptance dimensions can facilitate or impede development of effective problem-solving and work relationship requirements for achievement." (15, p. 215)

The focus of this study was upon both constancy and change. Studies earlier quoted indicated an expectation of a
degree of constancy of social status between the sixth and seventh grades, probably because of the influence of personality traits (15, p. 236). The percentage of mutual choices might be expected to increase at the seventh grade where the likelihood of students' having a broader field to establish mutually need-satisfying relationships is increased (3). However, the factor of propinquity (1) and disruption of earlier friendship ties should serve as a sufficiently negative factor to expect no significant difference in percentage of mutual choices between the sixth and seventh grades. While heterosexual interests might be expected to increase at the seventh grade because of increased maturity, defensiveness in this area, particularly on the part of boys (2, p. 59; 15, p. 22k), to acknowledge openly such interest on a questionnaire should cause no significant difference in the percentage of cross-sex choosing.

Change between the sixth and seventh grades has been examined as to degree, but the major interest of this study has been the relationship of change of status to academic performance and attitude toward school. Earlier studies quoted indicated that one might expect an increase in peer status to have a positive effect and a decrease in peer status to have a negative effect upon academic performance. The relationship of the number of students from one's own school of origin to both status and attitude toward school was examined to determine the extent their presence might contribute toward one's
status and attitude. An examination of any changes of the interrelationships of various factors during the period of transition was also made.

Purpose
The purpose of this study was to examine the effects of transition from the sixth grade to the seventh grade in the traditionally organized 6-3-3 school system upon individual peer choice status and group structure and the relationship of such transition and change upon student attitude toward school and student achievement.

Hypotheses
From the theoretical framework earlier presented, the following hypotheses were derived:

1. Change in group structure
   a. There would be a significant positive correlation between status index scores in the sixth grade and status index scores in the seventh grade as measured by a sociometric questionnaire.
   b. There would be a significant difference between social status index scores in the seventh grade of students groups according to school of origin.
   c. There would be no significant difference in percentage of mutual choices in the seventh grade.
   d. There would be no significant difference in the percentage of cross-sex choices in the sixth grade and
the percentage of cross-sex choices in the seventh grade.

2. Effects of change of status between the sixth and seventh grades.

There would be a significant difference between the following three groups:

a. The 20 per cent who experienced the greatest positive change in social status

b. The 20 per cent who experienced the greatest negative change in social status

c. The 20 per cent who were most consistent in social status.

The differences between these three groups were hypothesized to be on the following four measures: (1) change in grade point average, (2) change in achievement test scores, (3) attitude scores, and (4) change in attitude scores.

3. There would be a significant positive correlation of change in attitude scores to (1) change in status index scores and (2) change in grade point average.

4. School of origin contacts

a. There would be a significant positive correlation between each student's status index score and the number of students in his homeroom from the same school of origin.

b. There would be a significant positive correlation between each student's attitude score and the
number of students in his homeroom from the same school of origin.

c. There would be a significant difference in the seventh grade between the upper one-fourth and the lower one-fourth in status in the number of students in their homerooms from the same school of origin.

d. There would be a significant difference at the seventh grade between the upper one-fourth and the lower one-fourth in attitude scores in the number of students in their homerooms from the same school of origin.

5. Interrelationships and change in interrelationships

a. There would be significant interrelationships of status index scores, achievement test scores, grade point averages, and attitude scores in both the sixth and seventh grades.

b. There would be a significant difference in the interrelationships of status index scores, achievement test scores, grade point averages, and attitude scores between the sixth and seventh grades.

Definition of Terms

1. Status index scores.---The standard score equivalent of combined choices received on a work and play criterion sociometric test as determined by the Bronfenbrenner method of the computation of social status indices (6, pp. 29-31). The standard score derived from this method was converted
to the standard Z score, with a mean of fifty and a standard deviation of ten. Unless otherwise noted, the term status will refer to peer choice status as derived from the above procedure.

2. **Grade point average.**—The average of language arts, mathematics, science, and social studies grades on a four to zero rating from A to F. The GPA was derived from the Final Report recorded in the permanent record folder for the sixth grade and from the First Nine Weeks Report in the seventh grade.

3. **School of origin contacts.**—The number of students from the same elementary school which each student had as a classmate in his homeroom class in the seventh grade.

**Limitations of This Study**

This study was limited to the situation in which a junior high school or seventh grade served an entire community, receiving students from more than one elementary school.

**Basic Assumption**

It was assumed that the peer status of an individual within a group could be adequately defined by the combined choices received on a two-criterion, work and play, sociometric questionnaire.


12. , "Social Structure as Revealed on a Sociometric Test," Sociometry, II (October, 1939), 69-75.


A survey of related literature will be directed toward an examination of changes between the sixth and seventh grades, the tendency toward constancy of sociometric status, the interrelationships of status, attitude, and academic performance, and the effects of change in status upon performance and other selected variables.

Changes between the Sixth and Seventh Grades

The concept of the junior high school has evolved from the felt need for a transitional school between the elementary school and the departmentalized high school (16, p. 331; 93, p. 43; 55, p. 456). However, a study by Lounsbury and Douglas (55) reveals that most of the junior high schools now in operation are characterized by complete departmentalization. With over 5,000 junior high schools in the nation (75), approximately 73 per cent are completely departmentalized at the seventh grade level (55, p. 457). According to this study, the junior high school has for the most part relinquished its function as a transition from the self-contained classroom to the departmentally organized school.

It is quite possible that the movement from the self-contained classroom of the sixth grade into the completely
Departmentalized seventh grade forces social adjustments upon the child for which he has been ill prepared. Laughlin states, "For a large number of children the shift from the elementary school to junior high school is the first major change in school situation." (52, p. 3) This movement into the junior high school is more than just a change in locale and teachers; it includes the demands for adjustment to a completely different type of group organization or structure heretofore experienced by the student.

With the move into the larger, departmentalized school, it is true that with the broader field for selection or the matching of need states (97, p. 167; 13) there would be an increased likelihood for the formation of mutually gratifying interpersonal relationships (37; 67). However, there is also experienced the breaking of earlier established friendship ties because of decreased contact with former friends. Homans notes the relationship of frequency of interaction to liking (45, p. 133). Austin and Thompson (4) report the importance of propinquity to the maintenance of interpersonal relationships, with the principle of "out of sight, out of mind" apparently operating. Byrne's study (18) even suggests that the nearness of seats can be a factor, with environmental circumstances determining the possibility and probability of interactions. Other internal/external factors, such as individual need for interaction and personality characteristics, then operate to direct the nature, intensity, and course of interaction.
Cunningham (27, p. 135), Grossman and Wrighter (50), and McDavid and Harari (56) indicate the increased significance given to socio-economic factors in friendship choices in the junior high as compared to the elementary school. Berger (10, p. 303) points out that task groups of the same age and educational level tend to develop a stable power and prestige order, with race and other external factors operating even when not related to the task of the group. When the student enters the junior high school, increasing significance is given to these external factors.

The onset of puberty tends to upset the stable state the individual enjoyed as a child in the family, leading him to an increased dependency on the peer group (31, p. 245), increasing the importance of social adjustment at this point in development of a balanced personality. The increased anxiety experienced in attempts to establish meaningful heterosexual friendships (11) adds to the problems faced by the "child in transition" as he moves in the traditional situation from adjustment to the simple structure of the self-contained classroom to a search for status and frames of reference (84) in the overlapping social structure of the departmentalized school.

Constancy of Status

Studies by Bonney (12, 14) have confirmed the consistency of status in the elementary school, revealing that a child's
social position from grade to grade in the elementary school is approximately as consistent as his intellectual ability and academic achievement. Wertheimer (95) also found a correlation of .66 over an eighteen-month interval of choices received on a three-criterion sociometric questionnaire for tenth and eleventh grade students, indicating a relatively stable structure in the later high school period. Cannon (21) also found considerable status stability in the high school with correlations of composite scores from fun, work, and friends criteria ranging from .61 to .91 over periods of one, two, and three years.

That Horrocks and Beninoff (47) did not find this same consistency in their study could be attributed to the fact that only one question was asked, with a limit of three responses allowed, plus the fact that choices were made from the entire school rather than being limited to the homeroom. This latter point, the restriction of choice to the homeroom or the lack of it, is an item of concern to be noted later in this study.

Laughlin (52) found a significant correlation of .55 between status in the sixth grade and status in the seventh grade using the Social Distance Scale as an index of status. The methods of measurement, however, at the seventh grade ignored the interlocking nature of the seventh grade where students were allowed to respond only to students in their homeroom. Gronlund (38) in an examination of the relationship
of social acceptability within the homeroom to general acceptability found correlation coefficients ranging from .67 to .78 with a mean correlation of .72. These results tend to indicate that sociometric status in the classroom is a fairly reliable index of general acceptability. However, there is sufficient variance to justify the examination of status within the entire group when the group is of the interlocking nature found in the departmentalized school. In Gronlund's study, when asked to list future classmates they desired (the criterion for the whole school choice), the students made between 38 to 40 per cent of their choices outside the homeroom classes.

Sells and Roff (82) in an extensive study of peer acceptance and rejection found strong positive relationships of status from grade to grade in the elementary school; however, there appeared to be significant mobility or changes in status in the period of transition during the seventh and eighth grades. They found their lowest correlations (.27 and .37) at this period. Although there is subtle change from year to year, "the school environment changes most drastically in the transition from elementary to junior high school." (82, p. 118)

Interrelationships of Status, Academic Performance, and Attitude

**Status and Academic Performance**

Examination of studies investigating the relationship of status to achievement reveals inconclusive and occasionally
conflicting evidence of the existence of such a relationship. Numerous studies have been interested in investigating the influence of academic ability and achievement upon an individual’s status in the public school environment. Bonney (15) concluded that academic achievement was not much of a factor in the establishing of mutual relationships. Buswell (20, p. 51) found a trend toward choosing others who are a little, but not too much, better than oneself. With intelligence held constant there was not a significant difference between the highly chosen and lowly chosen in achievement. However, she did find that, while there was little or no relationship in the earlier years of school, there was a significant relationship of social and academic factors at the sixth grade level (20, p. 51). She concluded that intelligence and its resulting achievement may affect school acceptability.

This is at variance with the results of Ringness (77) in a study of eighth grade boys in which scholarship was shown to have little relationship to peer popularity. The limitation of the study to boys only could account for the results of this study. Ringness concluded that the perceived norm for school achievement was that of mediocrity. Warwick (92) found at the college level a negative relationship of group cohesiveness to scholarship, indicating that it is possible for interpersonal and group oriented tasks to make increased non-academic demands upon individual students which could adversely affect scholarship.
Spaulding (87) reports that Hudgins found a significant positive relationship between peer acceptance and reading achievement. Sears also found a significant relationship of status to general academic achievement (87). Porterfield and Schlichting (72) found a significant relationship between reading achievement and peer prestige as determined by the combined choices of a four-criterion sociometric questionnaire. Grossmand and Wrighter (40) also found the relationship of reading ability to status exponential—up to a point it operated, but after a minimum level was reached, it ceased to be a factor. Davis (30) found low but significant relationships at the eighth grade between sociometric status and IQ, adjustment, reading achievement, and attitude toward school. Carew (22), at the college level, found GPA to be related to the degree of acceptance experienced by the men students in his investigation.

In another approach, Horowitz (46) utilized multiple correlational techniques to predict adolescent popularity and rejection. He found popularity or acceptance criteria more highly correlated with his predictors than the rejection criteria. He found the best predictors of both popularity and rejection were English test total, information about and interest in sports, and socio-economic status. He also found some variables which seemed to relate only to popularity or only to rejection. Gough (36), using similar techniques, attempted to predict academic achievement from the California
Personality Inventory. He found the traits of responsibility and social maturity stressed in the predictive equation.

Sells and Roff (82), in their study of both Michigan and Texas schools, found a higher correlation of IQ to grades than IQ to status but found peer status more related to grades than to IQ. This could indicate a relationship between status and utilization of personal resources in the classroom. The mean correlation of "liked most" choices received to grade point average was .32, tending to drop with time from an $r$ of .43 at the fourth grade to an $r$ of .28 at the seventh grade (82, p. 199).

Teraoka (89) is reported to have found his standard score of sociality to be highly correlated to achievement among Japanese children. In his study overachievers tended to have high and underachievers low sociality scores.

A relationship between social acceptability and task performance as measured by academic achievement can be concluded with only a few reservations and exceptions, for as noted by Jenson,

... the social acceptance dimension of the instructional group can either facilitate or impede the development of effective problem solving and work relationship requirements for the achievement of a given set of learning objectives (32, p. 215).

The critical point appears to be the true objectives of the classroom or school unit.

A study by McLelland (57) found that at the ninth grade the more highly accepted were characterized by the better
personality, the lowest accepted by the poorest. Smith (86) calling attention to a study by Goslin, stated that low acceptance tends to be associated with inaccurate perceptions and self-conflict which could hinder the utilization of personal resources toward academic achievement. Maslow's theory of the hierarchy of needs is applicable to this problem because individuals are unable to actualize potentials when suffering from unsatisfied needs of affection and esteem.

Weatherford and Horrocks (94) found that popularity with one's peers in terms of meeting their needs for succorance is related, up to a point, to achieving comparatively to the level of one's potential. They found acceptance or the lack of acceptance tended to be related curvilinearly with achievement, with the less accepted more than likely to be either excessive underachievers or overachievers.

Lorber's study (53) of fifth and sixth grade students' mean behavior scores for high, medium, and low social acceptance groups showed the high group to have somewhat better classroom behavior than the medium group, appreciably better behavior than the low group. Suggarman (88) found that higher status was associated with both better conduct and greater achievement within each of the following four subgroups:

1. Good Achievement—Good Conduct
2. Good Achievement—Bad Conduct
3. Bad Achievement—Good Conduct
4. Bad Achievement—Bad Conduct.
This study might cause one to expect social maladjustment to have more of an effect upon grades as assigned by the teacher than upon achievement test scores, which are less interpersonally related.

Chesebro (23), although her study was of forty-six members of a ladies' golf association rather than of a classroom unit, found social status positively related to ability relevant to the group's task. This concurs with a study by Marshall (59) of 4-H, home economics, and agriculture students. In addition to finding status within one group related to status in a different group, Marshall found status positively related to the level of performance or achievement in skills essential for or being taught to the group. This tends to substantiate a relationship between status and skills related to the group's more immediate objectives.

Beach (8), in an examination of social status and academic achievement in various types of learning situations, found the relationship between status and achievement dependent upon the teaching methods used. In the more teacher-centered methods, such as lecture, achievement was not significantly related to status. In classrooms characterized by the utilization of group work techniques there was a significantly positive relationship. In instructional groups characterized by interaction, academic ability and achievement can operate for need satisfaction by members of the group and, therefore, will contribute to social status.
Status and Attitude

Several studies have included within their examinations the investigation of the relationship of status to attitude, which, in some cases, can operate as a factor in student grades and achievement. Guinouard and Rychlak state, "Educators and researchers have observed that students who are not accepted or who are rejected tend to dislike school and tend to be achieving below grade level." (41, pp. 442-443) Belfield notes the association of a "vicious circle" of negative attitudes with socially maladjusted children (9).

A study by Rotter (30) reported that those who felt liked by other students found their group more attractive than those who were told they were disliked. The variable in Rotter's study appears to be perceived status rather than an objective measure of status, a variable which contributes to some of the problems in defining the relationship of status and attitude. Additional comment on the variable of cognized as opposed to objectively measured status will be made in the discussion of Schmuck's study (81) at a later point in this paper.

Davis (30) found, among other things, that status maintained a low but significant relationship to attitude at the eighth grade. In an examination of experimental attitude, creativity, school attitude, and sociometric status of fourth through sixth grade pupils, Cheong (24) found status positively related to every variable except creativity.
As Sherif and Cantrel point out, "Many attitudes and especially ego attitudes are formed in relation to and directed toward objects or persons that satisfy basic needs." (83, p. 5) If the classroom situation provides for sufficient interaction to assist the student in the fulfillment of his needs for meaningful human interaction, one might be able to establish more positive interrelationships of status, attitude, and achievement.

By means of the Student Opinion Poll, Auria and Frankiewicz (3) found four factors which accounted for 72 per cent of the variance in school attitude. These were as follows: school organization, school concern for social development, academic content and standards, and teacher behavior.

**Attitude and Achievement**

One of the more difficult relationships to establish statistically has been that between attitude toward school and academic achievement. As reported in a study by Jackson and Lahaderne,

> Success and satisfaction are bound together by logic, if not by fact. Logically, at least, successful people ought to appear satisfied, and unsuccessful people dissatisfied, when queried about conditions surrounding their achievements. . . . Surprisingly, however, educational research has not provided a confirmation of this logically compelling expectation (50, p. 15).

After quoting several research reports which have indicated scholastic success and attitude toward school typically unrelated to each other, the researchers provide information
which suggests teachers tend to expect more satisfaction in accordance to achievement than actually exists. In a sample of 146 boys and 144 girls, the relationship of attitude as measured by the Student Opinion Poll and by the Michigan Student Questionnaire was found to be significant to only one of the eight variables under investigation. Only the boys' grades in arithmetic were found to be significantly related to the attitude scores. Jackson and Lahaderne concluded that perhaps in several ways teachers, parents, and classroom conditions may counteract the natural consequences of differences in student attitude (50, p. 18).

Other studies, however, have found significant relationships existing between attitudes and certain achievement measures. Aiken and Dreger (1) found mathematics attitudes apparently related to intellective factors and achievement but not to temperament variables among college students. Wofford (96) found the best predictor of scholastic behavior to be a composite attitude score with the effects of general attitudes toward life removed. It was the expected interference of too heavily weighted personal adjustment questions on some of the more popular attitude scales that stimulated the development of the attitude scale used in this study.

In light of the finding of the Jackson and Lahaderne study noted earlier, it is interesting to note that Baraheni (5) found significant positive relationships of success in mathematics to the attitudinal variables of satisfaction of
reciprocated need for affection, popularity within the classroom, and intimacy of friendship.

In an examination of attitude toward school and achievement, Brodie (17) compared forty-five satisfied and forty-five dissatisfied students on the Iowa Tests of Educational Development. He found the satisfied group generally outperformed the dissatisfied group.

Martens (60), using the Survey of Study Habits and Attitude Inventory, found the SSHA scores positively related to ninth grade boys' English grades and to ninth grade girls' grades in mathematics, science, and English.

Cognized Status and Other Variables

One of the factors which tends to influence investigations of student attitude and achievement as related to status is the wide variance in the accuracy of personal perceptions of acceptance. The argument of reality and perceived reality may be left to other theorists, but the effects of each upon the outcomes of research cannot be neglected. In an outstanding study of the relationships of student status, attitude, and achievement by Schmuck (81), this variable has been identified as operational. As presented in Schmuck's introduction, studies by Ekelberger, Lippett and Gold, Von Egmond, and Sears, on elementary groups, as well as studies by Elkins and Keisler on high school youth, indicate that peer liking relations are associated with a pupil's classroom behavior, that over time these liking relations achieve stability, and that having low liking status in the peer group is associated with both negative manifestations of mental health and low utilization of academic abilities (81, p. 338).
His study found the following:

1. The more liking choices are centrally structured in the peer group, the more accurate pupils are when estimating their actual liking in the group (81, p. 348). This is relevant to studies by Sherwood (85) on the operation of self esteem in the more ambiguous field.

2. Pupils with low actual liking status are lower utilizers of their abilities than pupils with higher actual liking status (81, p. 349).

3. Pupils who cognize themselves as holding lower liking status are lower utilizers of their abilities than pupils with higher cognized status (81, p. 350). Pupils who cognized themselves as being liked, though they had low actual liking status, utilized their abilities more than those who had low status and knew it (81, p. 350).

4. Cognized liking status is related positively and significantly to both attitude toward self and attitude toward school, while actual liking status showed no such relation to these variables (81, p. 351).

While there were some exceptions, with a few individuals not meeting the expectations confirmed in the study, the results indicate the operation of perceived status as well as actual status on the utilization of abilities and the operation of perceived status upon student attitude.

A study by Lott and Lott (59) found high IQ children in highly cohesive groups did consistently better on verbal
learning tasks as compared to high IQ children in low cohesive groups. However, cohesiveness of the group made no reliable difference for the low IQ children. Such may indicate the operation of intelligence as well as individual psychological defense mechanisms upon accuracy of cognized status, with resultant effects upon attitude and task performance.

Change of Status and Task Performance

Of particular interest in this study was an examination of the effects of change in status upon academic performance.

As noted by Cohen (26, p. 507) of larger groups and as examined within smaller groups by Kelley (51), when mobility pressures reach a certain level within a group, the situation may be very disturbing, and both task performance and the ability to cope with the situation may be adversely affected. Gartner and Iverson (34) found orientation toward upward mobility detrimental to followers' task performance.

Berstein and Zajonc (19) demonstrated that a group member's performance improves when his status is increased and his performance suffers when his status decreases. This would seem to indicate the contribution of increased status toward more effective utilization of ability. It is theorized by the researchers that the increase or decrease in status has a direct proportional effect on incentives for task performance (19, p. 16).

Reese (74) notes studies which indicate a relationship between self-concept and status. A negative shift in
self-concept was followed by unfavorable peer reactions. In light of studies of self-concept formation by Sherwood (84), one might question which occurred first in the shift—a decline in self-concept or a decline in status. It is quite possible that slight changes in peer relationships could be the stimulus for a negative shift toward decreased self-concept.

With participation as a criterion for performance, Rosenberg (78) in a study of a group of chronic schizophrenics found the degree of participation in a group was a function of the relative status increment resulting from such participation. Mezzano’s study (61) of the degree of counselee investment in the group counseling situation and its relationship to increased academic performance might cause one to theorize that the effects of status increment upon task performance would account for the observed results. The degree of investment could be expected to be closely related to the amount of increased status experienced within, as well as without, the group as the result of the counselee’s participation. The "spectators" he suggests removing from the group until they become interested may have been unsuccessful in achieving the interpersonal relationships within the group which might contribute to added incentive for participation in the achievement of the group objective. Potashin (73) notes of groups in general that the poorly accepted carry tension into the group situation and are often awed by it,
either acquiescing or trying to impress non-friends by showing off or agreeing forcefully with what one might suggest.

Using the broader social structure as frame of reference, Pine's study (71) of social mobility and delinquent behavior reported,

Significant relationships were found to exist between social mobility status and all but one delinquency variable. Students moving downward in the social structure were more involved in physical assault offenses, theft, felonies, school offenses, property damage, misdemeanors, truancies, motor vehicle offenses, and alcohol offenses. Proportionately they had higher gross delinquency scores and delinquency treatment scores. . . Students moving upward in the social structure were least involved in the offenses cited and had lower delinquency treatment scores and lower gross delinquency scores (71, p. 773).

Reisman (81) in a sociological study reported a downward shift in mobility tended to increase prejudice and provided a basis for increased negative attitudes towards others.

Glanzer and Glasner (35), noting a study by Trow, suggest that a possible reason for increased performance with increased acceptance or status is the autonomy gained and its positive effect on job satisfaction.

Conclusion

The role of the school both in providing a field which promotes status mobility and in providing a situation in which the student can find a certain degree of security of status cannot be ignored and is pertinent to this study (42). The question arises, however, "Does the sudden transition from the simple to the complex, from the elementary to the
departmentally organized seventh grade adversely affect student status, attitude, and achievement? Of primary importance is the examination of the possible effects of a change in status, whether upward or downward, upon student attitude and achievement. Positive finding would provide numerous implications for both school administration and school counseling programs.

The problems noted above, with an investigation of interrelationships between status and other variables in both the sixth and seventh grades, provide the major focus of this study.


68. Northway, Mary L., "Outsiders, a Study of the Personality Patterns of Children Least Acceptable to Their Age Mates," Sociometry, VII (February, 1944), 10-25.


CHAPTER III

PROCEDURES

Collection of Data

During the month of May, 1968, the sociometric and the attitude questionnaires were given to the sixth grades of six of the eight elementary schools in Denton, Texas, which provide the population of the centrally located seventh grade of Denton Junior High School. Each student's choices on the sociometric test at the sixth grade level were limited to those students who comprised the self-contained classroom of which he was a member.

During the first week of December, 1968, the sociometric and attitude questionnaires were administered to the entire seventh grade of Denton Junior High School, with students allowed to choose any of their fellow students in the seventh grade as work or play associates on the sociometric questionnaire. The expansion of the field of choice to the entire school, while possibly seen as a slight change in procedure, was considered necessary because of the change in structure between the sixth and seventh grades. The primary unit of the sixth grade is the self-contained classroom. The primary unit of the seventh grade is the entire seventh grade, with the various classrooms providing the base for the interlocking nature of the group.
Enrollment of all of the sixth grades in Denton in May, 1968 was approximately 475 students. The fall enrollment for the seventh grade during the first week of December, 1968, was approximately 450 students. Enrollment of the sixth grades to which the questionnaires were administered in May of 1968 was approximately 350 students.

Data obtained in the regular program of the schools, including achievement test scores, IQ scores, and grades received in the sixth and seventh grades, were used.

Measuring Instruments

1. Sociometric test or questionnaire: An instrument following the form of the standard sociometric questionnaire was developed by the author to take advantage of the use of the computer in analysis of the results. Each student was requested to write his own name and identification number obtained from a directory of students on an IBM sheet developed for this purpose. The student was then requested to list three to five friends and their identification numbers with whom he would like to play. After this was done, he was then requested to list from three to five friends and their identification numbers with whom he would like to work. Responses were then coded on the IBM sheet by clerical personnel and submitted to the North Texas State University Computer Center for computation.

2. The NTSU Attitude Toward School Scale: This instrument was developed by Mel C. Bormey, of North Texas State
University, with minor assistance from the author during recent research directed by Merl Bonney at the North Texas State University Laboratory School.

The items for this scale were obtained, first, from other similar scales, such as (a) the New Mexico University Scale reported by Jane Trow Luxford in her doctor's dissertation (1964) at the New Mexico University; (b) My Class Inventory circulated by the Research Department of the New York City Public Schools; (c) the Student Opinion Poll produced by Jackson and Lahaderne at the University of Chicago; (d) the Minnesota Teacher Attitude Inventory published by The Psychological Corporation of New York City; and (e) two related scales from those edited by H. H. Remmers of the Purdue Research Foundation, 1960.

The second source of items was direct observation of elementary school classes by Merl Bonney and the author; the third source was from papers written by 120 fifth and sixth grade pupils in response to a form in which the students were asked to write out in their own words how they felt about any aspect of their school experience on which they wished to comment, such as classes, other children, teachers, rules, et cetera. These forms were responded to freely and served as a rich source of items for the scale.

The scale consists of forty-seven items which are responded to on the basis Nearly Always, Sometimes, Seldom, and Never, with points of three, two, one, and zero assigned for
each response respectively. The total score was obtained by summing the scores or points received on all items.

Reliability of this new instrument was found to be .89 and .86, respectively, in a test-retest administration to twenty-four fifth grade students at Newton Rayzor Elementary School, Denton, Texas, and to twenty-two combined fifth and sixth grade students at Krum, Texas, a rural community near Denton. A split-half correlation of .68, using the Spearman-Brown formula for correction, was established by an analysis of the 320 attitude scales administered to the sixth grades of Denton.

Results from the Attitude Toward School Scales (n = 320) were submitted to an item analysis to determine the discriminatory power of each item. All of the forty-seven items significantly discriminated between the upper and lower one-fourth, with forty-five at the .001 level of significance and the remaining two at the .01 level of significance.

Treatment of Data

Status Index Score

The social status index score was determined at each level by combining the number of choices received on both a work and a play criterion and by submitting this score to a chance expectancy method developed by Bronfenbrenner (1, pp. 29-31) for a standard score.
The formula utilized, which is based upon the probability of receiving \( n \) choices by chance on any one criterion, was as follows, with \( d \) equalling the number of choices allotted each person:

\[
P = \frac{d}{N - 1}.
\]

In determination of the binomial exponent, when two criteria are used, the appropriate exponent is given by the expression \( n = 2(N - 1) \). The approximations are made by references to the appropriate Type III curve. Evaluation of the functions of the curve yield the following equations:

\[
M = np \\
S = \sqrt{npq}.
\]

It is possible with the above equations to derive the standard score equivalent for each cumulative choice frequency using the following standard formula:

\[
\text{Standard Score} = \frac{x - M}{S}.
\]

The symbol \( x \) is the appropriate limit of the interval wherein the raw score value lies. Since the desired probability is that of receiving by chance \( s \) or less choices, the value substituted for \( x \) in the equation above is the upper limit of the class interval (1, pp. 29-31). The standard score received was then converted to a standard \( Z \) score with a mean of fifty and a standard deviation of ten.
Attitude toward School Score

The Attitude toward School Score was determined by assigning three, two, one, and zero points for responses of Nearly Always, Sometimes, Seldom, and Never to the test items and summing these points for a total score.

Grade Point Average

The grade point average in the sixth grade for each student was determined by summing the grades received and recorded in the permanent record folder for the year in English, social studies, science, and mathematics, and dividing by four. The seventh grade GPA was determined in the same manner, utilizing grades received at the end of the first nine weeks' report.

Achievement Test Scores

Achievement test scores for the sixth grade were derived from the median grade equivalent score of the nine test scores of the Stanford Achievement Test, Intermediate II, Form X, administered in May of 1968. Seventh grade achievement test scores were obtained from the composite grade equivalent score received on the Science Research Associates Achievement Test Battery, administered October, 1968.

Intelligence Quotient

The intelligence quotient was received from the Total IQ score received on the Science Research Associates Primary Mental Abilities Test given October, 1968 in the seventh grade.
Testing of Hypotheses

1. a. Status index scores in the sixth grade were correlated to seventh grade status index scores and tested for significance.
   
   b. All students in the seventh grade were grouped according to school of origin, and their status index scores were submitted to an analysis of variance, followed by the Duncan’s New Multiple Range Test. The level of protection is recorded in the presentation of data analysis results.

   c. The percentage of mutual choices at the sixth grade and the percentage of mutual choices at the seventh grade were tested for significant difference.

   d. Total percentage of choices given by boys to girls and by girls to boys (cross-sex choosing) were tested for significant difference between the sixth and seventh grades.

2. Three groups were selected from the seventh grade, as follows:

   a. The upper 20 per cent in positive status change
   b. The upper 20 per cent in negative status change
   c. The 20 per cent most consistent in status.

Change in grade point averages, attitude scores, and change in attitude scores, and change in achievement test scores were submitted to analyses of variance to determine any significant differences between these groups on these measures. It was
predicted on an *a priori* basis that the differences would be
between the two change groups (1 and 2); the discovery of a
significant $F$ using the analysis of variance was followed by
an orthogonal comparison between groups 1 and 2. The com-
parisons were followed by the Duncan’s New Multiple Range
Test to examine any additional differences between the groups.

3. Change in attitude scores was correlated to (1)
change in status index scores and (2) change in grade point
averages. These correlations were then tested for
significance.

4. a. Seventh grade status index scores were corre-
lated to homeroom school of origin contacts and tested
for significance.

b. Seventh grade attitude scores were correlated
to homeroom school of origin contacts and tested for
significance.

c. The homeroom school of origin contacts of the
upper one-fourth and of the lower one-fourth in seventh
grade status were tested for significant difference by
means of the Fisher’s $t$ test.

d. The homeroom school of origin contacts of the
upper one-fourth and of the lower one-fourth in seventh
grade attitude scores were tested for significant dif-
ference by means of the Fisher’s $t$ test.

5. Status index scores, achievement test scores, grade
point averages, and attitude scores were intercorrelated at
each level with each correlation tested for significance. Intercorrelations of status, achievement test scores, attitude scores, and grade point averages were tested for significant differences in inter-relationships between the sixth and seventh grades by means of the Fisher's $z$ transformation.
CHAPTER BIBLIOGRAPHY


CHAPTER IV
RESULTS AND DISCUSSION

The effects of the junior high school's efforts toward continued socialization and resocialization at the seventh grade have been of major concern in this examination of the effects of transition from the sixth to the seventh grades upon peer group structure and individual student social status. Of parallel concern have been the effects of the personal social adjustment of the individual student in the seventh grade upon attitude and achievement.

The report of the results of this study will be as follows: (1) change in group structure and change in the pattern of personal-social relationships between the sixth and seventh grades, (2) the effects of change in status between the sixth and seventh grades upon individual attitude and performance, (3) the influence of homeroom classmates from the same school of origin upon seventh grade status and attitude, and (4) the interrelationships of status, attitude, and achievement at the sixth and seventh grades.

Change in Group Structure

A significant positive correlation ($r = .43; n = 243$) was found between social status in the sixth grade and social status in the seventh grade, as predicted in research
hypothesis 1.a. While changes in social position did take place between the sixth and seventh grades, they did not tend to be radical. Even though faced with a search for frames of reference within a larger group at the seventh grade, most students apparently discovered sufficient anchorages to maintain social positions relatively similar to those experienced in the sixth grade. This concurs with evidence reported by Laughlin (6) that by the sixth and seventh grades personality patterns which tend to influence social acceptance are fairly stable; hence, a degree of stability of social position may be expected by the sixth grade student as he moves into the seventh grade.

While the moderate correlation of .48 of peer status in the sixth grade to peer status in the seventh grade indicates that the junior high school situation provided for a measure of stability of position, such a correlation also indicates that a fair degree of social mobility occurred in peer status positions. Too rigid a duplication of status positions between the sixth and seventh grades would suggest a lack of opportunity for mobility, with the accompanying adverse effects on student motivation toward improvement.

An examination of change of social status between the sixth and the seventh grades revealed that 30 per cent of the sample decreased in social status by at least one standard deviation. Twenty-three per cent increased in social status
by one standard deviation or more. This would signify that a fair degree of status mobility occurred.

Sixty-five per cent of those decreasing by one or more standard deviations in social status were originally in the upper one-fourth in social status in the sixth grade. Sixty-three per cent of those increasing by one or more standard deviations in status were originally in the lower one-fourth in status in the sixth grade. These results indicate that the tendency was regression toward the mean by the majority of students experiencing substantial social status change.

Figure 1 illustrates the changing distribution of choices between the sixth and seventh grades. In both grades the upper one-fourth in status received a disproportionately large share of choices given. In the sample under investigation the distribution of choices in the sixth grade is quite similar to the distribution of choices in the seventh grade.

Fig. 1.---Percentage of choices received by each quartile according to status position.
The increase in percentage of choices going to the upper one-fourth in status at the seventh grade was due mostly to a few super stars in the upper quarter receiving a very large number of choices.

**Mutual Choosing**

The number of choices received on the questionnaire, however, did not fully indicate the meaningfulness of choices received by the student. The percentage of total choices given which were reciprocated was of prime importance in determining the cohesion of the group as well as in suggesting the degree of satisfaction received by membership in the group. The difference in the proportion of students who had no mutual choices reciprocated in the sixth grade as compared to the seventh grade was also of concern.

A significantly lower percentage of mutual choices was found at the seventh grade as compared to the sixth grade ($P < .001$), contrary to the prediction of research hypothesis I.e. Data concerning percentages of mutual choices at each level are presented in Table I.

| TABLE I |
|-----------------|-----------------|------------------|---|---|
| Level           | Total Choices   | Total Mutuals    | % | Diff. |
| Sixth Grade     | 3420            | 1520             | 16.0* |   |
| Seventh Grade   | 4350            | 1235             | 28.4 | 16.0* |

* $P < .001$
The decrease in mutuality suggests possible sources of some of the individual adjustment problems experienced by students in the seventh grade. Even though students in the larger, interlocking group at the seventh grade were provided with an increased field of possibilities for the matching of need states in a mutual friendship (2), the breaking of old ties held for many years in the elementary school and the increased number of classmates to select from in the seventh grade decreased the occurrence of such matching of choice selection significantly (.001). That the students were no longer with their old friends to the degree experienced at the elementary school and that the membership of most classes changed at the conclusion of each class period apparently contributed to the significant decrease in mutual choice percentages between the sixth and the seventh grades.

In an analysis of the choices made by the seventh grade students for classmates who did not come from their elementary school, it was found that 63 per cent of the choices given were for students other than those who were their schoolmates in the sixth grade. Such a percentage reveals considerable, though not necessarily detrimental, dissolution of earlier friendship ties. The major problem seems to be increased difficulty in establishing new mutual relationships. Studies reported by Austin and Thompson (1) and by Homans (4) have indicated the importance of propinquity and frequency of interaction in the development of mutual friendships.
Analysis of the proportion of students who received no mutual choices at the sixth grade as compared to the proportion of students who had no mutual choices at the seventh grade brought into even clearer focus the problem of establishment of mutual friendships faced by the seventh grade student. In the sixth grade, only 5 per cent of the 356 students who were administered the sociometric questionnaire received no mutual choices. Of the 447 students administered the sociometric questionnaire in the seventh grade, 13.4 per cent received no mutual choices. The difference in the proportions were found to be statistically significant at the .001 level.

These findings indicate an area in which the junior high school program might be improved. If it is desired to increase mutualities in the junior high school, efforts should be made to increase the number of opportunities for small group experiences to foster mutual friendships. Opportunities should be provided for extended periods of contact with the same students during the school day. Provision for these experiences and opportunities appears particularly important as the seventh grade students attempt to adjust to the departmentalized school from the self-contained classrooms of the sixth grade. The middle school concept of more gradual introduction into departmentalization should be examined for its ability to provide needed experiences in this area.
Effects of School of Origin upon Status

Through research hypothesis 1.b., the effects of coming from a particular elementary school upon status in the seventh grade were examined. An analysis of variance of social status index scores of students grouped according to school of origin (see Table II) provided indications of variance significant at the .05 level.

TABLE II

ANALYSIS OF VARIANCE OF STATUS INDEX SCORES OF STUDENTS GROUPED BY SCHOOL OF ORIGIN

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Est.</th>
<th>F-Level</th>
</tr>
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<td>8</td>
<td>21.99^25</td>
<td>3.5269*</td>
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<tr>
<td>Within</td>
<td>2600.4050</td>
<td>417</td>
<td>6.23598</td>
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<tr>
<td>Total</td>
<td>2776.3590</td>
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^F_{95}(8,417) = 2.51

Further analysis by means of the Duncan's New Multiple Range Test (see Table III and Figure 2) revealed that among the nine groups examined seven of the groups did not differ significantly in status index scores. Group one, transfer students who had not attended the sixth grade in the Denton Public Schools the previous year, had significantly lower status index scores as a group when compared to the top four groups in mean status index score (P = < .05). Students who have no earlier ties of friendship to fellow seventh grade
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TABLE III:
DUNCAN'S NEW MULTIPLE RANGE TEST STATUS INDEX SCORES
OF STUDENTS GROUPED BY SCHOOL OF ORIGIN
Fig. 2--Graph of Duncan's New Multiple Range Test on status index scores of students grouped by school of origin.
classmates when they were in the sixth grade can be expected to face added difficulty in achieving status when compared to those who enter the seventh grade with an earlier established circle of friends.

Special efforts to more adequately assist transfer students in establishing friendships during the first few months of junior high school could certainly be justified by an examination of the above data.

Group eight was the only other group to contribute to the significant variance found between the nine groups in social status index scores (see Table III and Figure 2). This high mean status group differed significantly from the five groups lowest in mean status scores ($P = < .05$). The positive contribution toward status which appeared related to membership in this group could have stemmed either from the size of the group—it was the largest of all groups—or from factors involved in the group's coming from the school located in the higher socio-economic area of the town.

Cross-Sex Choosing

Contrary to the prediction of research hypothesis 1.d., a significant though small increase in cross-sex choosing was found between the sixth and the seventh grades. The increase from 10.2 per cent to 12.7 per cent was significant at the .001 level (see Table IV).
TABLE IV
PERCENTAGE OF CROSS-SEX CHOICES

<table>
<thead>
<tr>
<th>Level</th>
<th>Total Choices</th>
<th>Total Cross-sex</th>
<th>%</th>
<th>Diff.</th>
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<tbody>
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<td>Sixth Grade</td>
<td>3420</td>
<td>350</td>
<td>10.2</td>
<td>2.7*</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>4350</td>
<td>563</td>
<td>12.9</td>
<td></td>
</tr>
</tbody>
</table>

*P = < .001

The research hypothesis was based upon a predicted effect of interaction of two forces—increased heterosexual interests resulting from continued maturation and reports of earlier studies that students of this age were hesitant to openly admit such interests (3). The small increase found in this study could be the result of factors operating only within this school or the result of a generally increased tendency in the early teen society at this time to be less inhibited about admitting such interests than reported in earlier studies.

In an investigation of other cross category choosing in the seventh grade, it was discovered that while only 9 percent of the seventh grade population was black, 6 percent of the choices made for work and play association crossed racial lines. Of the 4,350 choices, 276 were the result of either blacks choosing whites or whites choosing blacks.

Effects of Change in Social Status

Those students who were administered all instruments in both the sixth and seventh grades (n = 243) were arranged in
decreasing order of change in social status between the sixth and seventh grades. From this group the following three groups were selected for statistical evaluation of differences: (1) the 20 per cent experiencing the greatest positive status change, (2) the 20 per cent experiencing the greatest negative status change, and (3) the 20 per cent most consistent in status.

It was hypothesized that there would be a significant difference between the three groups on the following four measures: (a) change in grade point average, (b) change in achievement test scores, (c) attitude scores, and (d) change in attitude scores.

It was predicted on an a priori basis that the significant differences would be between the change groups (1 and 2).

**Status Change and Change in Grade Point Average**

The results of analysis of variance between the three groups on (a) change in grade point average are summarized in Table V. As noted, significant variance between the groups was found at the .05 level.

All groups dropped in grade point average between the sixth and seventh grades. The differences, therefore, were accountable to differing degrees in resistance to negative grade change.
TABLE V
ANALYSIS OF VARIANCE OF POSITIVE CHANGE, NEGATIVE CHANGE, AND CONSISTENT STATUS GROUPS IN CHANGE OF GRADE POINT AVERAGE

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Est.</th>
<th>F Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1 - 2</td>
<td>3.9906</td>
<td>2</td>
<td>1.9953</td>
<td>3.5896*</td>
</tr>
<tr>
<td>Within</td>
<td>80.0454</td>
<td>144</td>
<td></td>
<td>.5559</td>
</tr>
<tr>
<td>Total</td>
<td>84.0350</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P = < .05

With significant differences found between the three groups on change in grade point average, an orthogonal comparison was made between group one, the positive status change group, and group two, the negative status change group on change in grade point average. The differences were found to be significant at the .05 level, confirming the research hypothesis 2.a. The positive status change group decreased significantly less in grade point average than the negative status change group.

As presented in Table VI, parallel analysis by means of the Duncan's New Multiple Range Test concurred with the orthogonal comparison; group one, the positive social status change group, experienced significantly less decrease in grade point average than both group two and group three at the .05 level.
TABLE VI
DUNCAN'S NEW MULTIPLE RANGE TEST--CHANGE IN GRADE
POINT AVERAGE OF POSITIVE CHANGE, NEGATIVE
CHANGE, AND CONSISTENT STATUS GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>1</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>-234.7</td>
<td>-.5816</td>
<td>-.5867</td>
</tr>
<tr>
<td>n</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
</tbody>
</table>

Mean Differences:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.3469*</td>
<td>.3520*</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>.0051 (NS)</td>
</tr>
</tbody>
</table>

*P = < .05

The results of this analysis offer evidence to support a number of possible conclusions. More nearly fitting the earlier presented theoretical framework upon which the confirmed research hypothesis was based would be the conclusion that increased status contributed toward more effective utilization of resources at the seventh grade, resulting in a less severe drop in grade-point average. However, that there was no significant difference between the negative change group and the consistent group tended to cause other possible conclusions to be considered.

Since teachers in the seventh grade experienced the problem of getting to know a large number of students in
different classes, it could be concluded that those students who tended to be elevated by the group during the first nine weeks of school received the better grades at the first report. This could have accounted for the fact that while there was no significant difference found between the negative status change and the consistent status groups, there was a significant difference between the positive status change group and both the negative status change and the consistent status groups.

In order to accept the latter conclusion to account for the differences found, several unproven assumptions would have to be called into operation. It must be kept in mind, first, that what was being examined was change in grade point average, not just grades received per se. Secondly, the criterion for division of the three groups was not status level at the seventh grade but the change in status between the sixth and seventh grades.

Other information is available which calls into question an assertion that the positive change group experienced less negative change in grade point average because of high social status positions in the seventh grade. Over 23 per cent of the positive status change group was below the mean in social status in the seventh grade. These students could not be considered as being elevated by their seventh grade peer group. While those who comprised the positive status change group were as a group slightly above average in seventh grade
status, they were not as a group elevated so greatly to justify assuming that this alone was the reason for the less severe drop in grade point average.

In consideration of the theoretical framework of the investigation and the above information, there is sufficient evidence to conclude that increase in status between the sixth and seventh grades assisted students in resisting the negative change in grade point average when compared to the other two groups.

Results from this area of investigation justify consideration of personal-social adjustment in the junior high as a significant factor in the academic progress of the student as measured by grades assigned by teachers.

Status Change and Change in Achievement Test Scores

Since grades are assigned on the basis of both achievement and human interrelationship abilities, it was not too surprising to find, even though contrary to research hypothesis 2.b., there were no significant differences between the (1) positive social status change group, (2) negative social status change group, and (3) the consistent social status group on change in achievement test scores. A summary of analysis of variance of data is presented in Table VII.
Since there were no significant differences discovered between the three groups on change in achievement test scores, analysis was discontinued.

Achievement test scores are less interpersonally related than grades; therefore, they failed to be as sensitive an indicator of social status changes. This would caution both teachers and administrators in too rapidly assuming an absence of personal social difficulties on the basis of continuance in achievement progress as measured by a standardized test.

**Status Change and Attitude toward School**

Contrary to research hypothesis 2.b., there were no significant differences in (1) the positive social status change group, (2) the negative social status change group, and (3) the consistent social status group in attitude toward
school. A summary of the results of an analysis of variance between the three groups in attitude scores is presented in Table VIII.

**TABLE VIII**

ANALYSIS OF VARIANCE OF POSITIVE CHANGE, NEGATIVE CHANGE, AND CONSISTENT STATUS GROUPS IN ATTITUDE TOWARD SCHOOL SCORES

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Est.</th>
<th>F Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>1000.40</td>
<td>2</td>
<td>500.20</td>
<td>1.7390</td>
</tr>
<tr>
<td>Within</td>
<td>4418.70</td>
<td>144</td>
<td>287.63</td>
<td>(NS)</td>
</tr>
<tr>
<td>Total</td>
<td>42419.10</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since there were no significant differences discovered between the three groups on attitude toward school, investigation was discontinued. Apparently change in status had little or no effect on attitude toward school as measured by the instrument used in this study. One possible confounding variable could be increased defensiveness on the part of those experiencing personal social difficulties to indicate true feelings on an attitude scale. Further investigation would be needed, however, to reach any conclusion other than that of no significant effect of change of status upon attitude toward school.
Status Change and Change of Attitude toward School

Contrary to research hypothesis 2.d., there were no significant differences between (1) the positive social status change group, (2) the negative social status change group, and (3) the consistent social status group in change in attitude toward school. A summary of the results of an analysis of variance between the three groups on change in attitude is presented in Table IX.

Table IX

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Variance Est.</th>
<th>F Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between</td>
<td>109.51</td>
<td>2</td>
<td>54.76</td>
<td>.2483</td>
</tr>
<tr>
<td>Within</td>
<td>21752.42</td>
<td>144</td>
<td>220.50</td>
<td>(NS)</td>
</tr>
<tr>
<td>Total</td>
<td>31862.00</td>
<td>146</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*F_{95}(2, 144) = 3.07

Since no significant differences were discovered between the three groups on change in attitude scores, analysis was discontinued. Changes in status were not systematically accompanied by changes in attitude as expressed in the Attitude Toward School Scale.
Change in Attitude

It was predicted in research hypothesis 3 that there would be a significant positive correlation of change in attitude scores to (1) change in social status index scores and (2) change in grade point average. A summary of the correlations is presented in Table X.

**TABLE X**

CORRELATIONS OF CHANGE IN ATTITUDE

<table>
<thead>
<tr>
<th>Change in Attitude Scores</th>
<th>Change in Status Index Score</th>
<th>Change in Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 243</td>
<td>.0200 (NS)</td>
<td>.1069 (NS)</td>
</tr>
</tbody>
</table>

On the basis of the above data, it was concluded that there were no significant relationships of change in attitude to either change in social status or change in grade point average.

Results of investigations of the relationships between change of status to (1) attitude and (2) change of attitude indicated that status tended to operate independently of attitude, particularly at the seventh grade level. In the study of interrelationships reported later in this paper, it was noted that the only relationship or correlation which changed from being significant to being not significant was the decreased correlation of status to attitude toward school in the seventh grade.
It is possible that the influences of peer norms operate to make too close an identification of student attitude to adult values, such as attitude toward school, less appealing to the seventh grade student as compared to the sixth grade student.

The Influence of School of Origin Contacts on Status and Attitude

Included in this study was an investigation of possible effects of having in one's homeroom students who attended the same elementary school in the sixth grade. Since status and attitude could be construed as security related, it was hypothesized in 4.a. and 4.b. that there would be a significant correlation of school or origin contacts in the homeroom to both status and attitude. As Table XI demonstrates, no significant correlation was found in either case.

TABLE XI

CORRELATION OF HOMEROOM SCHOOL OF ORIGIN CONTACTS TO STATUS INDEX SCORES AND ATTITUDE SCORES

<table>
<thead>
<tr>
<th>Homeroom School of Origin Contacts</th>
<th>Status Index Scores</th>
<th>Attitude Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.0672 (NS)</td>
<td>.1108 (NS)</td>
</tr>
<tr>
<td>n = 426</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further examination along the same line included a comparison of homeroom school of origin contacts between the upper one-fourth and the lower one-fourth in status and
between the upper one-fourth and the lower one-fourth in attitude.

**TABLE XII**

DIFFERENCE IN HOMEROOM SCHOOL OF ORIGIN CONTACTS BETWEEN UPPER ONE-FOURTH AND LOWER ONE-FOURTH IN STATUS

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Contacts</th>
<th>s.d.</th>
<th>t</th>
<th>df = 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper ¼ in status</td>
<td>4.4098</td>
<td>3.316</td>
<td>1.3153 (NS)</td>
<td></td>
</tr>
<tr>
<td>Lower ¼ in status</td>
<td>3.4918</td>
<td>2.0852</td>
<td><strong>.9998 (NS)</strong></td>
<td></td>
</tr>
</tbody>
</table>

Results of the Fisher's $t$ tests between the upper and lower one-fourth of each revealed no significant difference in school of origin contacts in the homeroom between those of high and low position in either status or attitude. This was contrary to research hypotheses 4.c. and 4.d. (see Tables XII and XIII).

**TABLE XIII**

DIFFERENCE IN HOMEROOM SCHOOL OF ORIGIN CONTACTS BETWEEN UPPER ONE-FOURTH AND LOWER ONE-FOURTH IN ATTITUDE

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Contacts</th>
<th>s.d.</th>
<th>t</th>
<th>df = 105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper ¼ in attitude</td>
<td>4.2295</td>
<td>3.3210</td>
<td><strong>.9998 (NS)</strong></td>
<td></td>
</tr>
<tr>
<td>Lower ¼ in attitude</td>
<td>3.7649</td>
<td>2.3423</td>
<td><strong>.9998 (NS)</strong></td>
<td></td>
</tr>
</tbody>
</table>


df = 105
The tables immediately preceding indicate reasons for the failure to find significant differences or correlations in this area. Although the means for both groups are small, the variance is abnormally large in contrast.

Such a pattern of high variance and low means suggests that further investigation should be made in this area, perhaps where the factor of school of origin contacts in the homeroom could be manipulated. Data received in this study prohibited any definite conclusions in this area.

Intercorrelations and Change in Intercorrelations

Significant intercorrelations were found between social status, attitude toward school, achievement, and grade point average, as predicted in research hypothesis 5.a. All intercorrelations were significant in the sixth grade at the .001 level, as noted in Table XIV.

**TABLE XIV**

**SIXTH GRADE INTERCORRELATIONS**

<table>
<thead>
<tr>
<th></th>
<th>Attitude</th>
<th>Achievement</th>
<th>Grade Point Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>.2186*</td>
<td>.3397*</td>
<td>.4351*</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>.2078*</td>
<td>.3450*</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
<td>.7468*</td>
</tr>
<tr>
<td>$df = 348$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P = < .001
The same pattern of significant intercorrelations, with one exception, was found in the seventh grade. This one exception was the correlation of status to attitude toward school, which was not significantly different from zero in the seventh grade. Summaries of the intercorrelations in the seventh grade are presented in Table XV.

TABLE XV
SEVENTH GRADE INTERCORRELATIONS

<table>
<thead>
<tr>
<th></th>
<th>Attitude</th>
<th>Achievement</th>
<th>Grade Point Avg.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>.0918*</td>
<td>.2616*</td>
<td>.2987*</td>
</tr>
<tr>
<td>Attitude</td>
<td></td>
<td>.2929*</td>
<td>.3111*</td>
</tr>
<tr>
<td>Achievement</td>
<td></td>
<td></td>
<td>.7654*</td>
</tr>
<tr>
<td>df = 424</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*P < .001

These findings were significant in light of criticism of the schools by some concerning the lack of intragroup respect for those who do well in school or who maintain a positive attitude toward school. Stronger ties between status, attitude, grades, and achievement were found in the sixth grade than were found in the seventh grade, except the correlations of attitude to achievement and achievement to grade point average. This finding was in agreement with studies which do show decreasing influences of attitude toward school and achievement on peer status at certain periods of development (7).
By means of the Fisher's $z$ transformation the differences in intercorrelations between the sixth and seventh grades were tested for significance. Only the correlation of status to grade point average changed significantly between the two grade levels ($P < .001$). Even though only one correlation differed to the extent to be considered statistically significant, the pattern of intercorrelations seemed to indicate a general deterioration in the interrelationships in the seventh grade.

Deliberate efforts should be made to provide for increased influence of school objectives—increased achievement and positive attitudes toward school—upon peer status at the seventh grade level.

Of secondary importance, but of significance, was the discovery of a significant relationship of attitude toward school as measured by the scale used in this study to both achievement and grades in both the sixth and seventh grades. This scale was developed because of the failure of many scales in this area to tap the degree to which needs for achievement are met by the school. Jackson and LaHaderne (5), using two well known measures of attitude toward school, failed to find a trend of significant correlations of attitude to achievement. The NTSU Attitude Toward School Scale may prove to be a useful instrument in evaluating the success of efforts to provide for the achievement needs of the student which affect his attitude toward school.
Summary

In an examination of changes in group structure, a significant correlation of .48 was found between social status in the sixth grade and social status in the seventh grade. Concern was expressed for the significant decrease in mutual choices between the sixth and seventh grades and for the accompanying significant increase in the proportion of students who received no mutual choices. In an examination of the effects of school of origin upon status, negative effects of being a transfer student at the seventh grade were of particular importance. A small but significant increase in cross-sex choosing was found between the sixth and seventh grades.

Change in social status between the two grades was examined for effects upon change in grade point average, change in achievement test scores, attitude scores, and change in attitude scores. A significant difference was found between the positive status change group and both the negative status change group and the consistent status group on change in grade point average. There appeared to be sufficient evidence that an increase in status between the sixth and seventh grades contributes toward a greater resistance to negative change in grade point average. Neither change in grade point average nor change in status was found to be significantly related to seventh grade attitude scores.
Results from data obtained to determine possible influences of the number of students in one’s homeroom from the same elementary school upon status or attitude in the seventh grade tended to produce inconclusive and non-significant evidence. Low school of origin contact mean scores plus very high variance made it impossible to reach a definite conclusion in this area.

Significant intercorrelations were found among all interrelationships of status, attitude toward school, achievement test score, and grade point average in the sixth grade. All but one of the interrelationships, the correlation of status to attitude toward school, were found to be significant in the seventh grade. A general pattern of deterioration in the strength of these interrelationships between the two grade levels was noted, as most correlations between the variables were smaller in the seventh grade than in the sixth grade. However, only the correlations of status to grade point average were found to change significantly between the sixth and the seventh grades when each pair of correlations was considered separately.
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was the result of interests in recent events taking place in two areas. First, in school organization, there is a trend toward the middle school concept, which contains provisions for a more gradual introduction of the elementary student to the departmental organization of the high school (1). Second, in social psychology, recent laboratory experiments by Kelly (3) and by Burnstein and Zajonc (2) have demonstrated an effect of change in social status upon individual task performance.

The purpose of this study was to examine the effects of transition from the sixth grade to the seventh grade in the traditionally organized 6-3-3 school system upon individual status and group structure. Both the change in structure and the effects of change in individual social status upon student attitude toward school and student achievement provided the focus of the study.

In May, 1968, sociometric questionnaires, attitude-toward-school scales, and achievement tests were administered to 350 sixth grade students in the Denton, Texas, Public Schools.
These sixth grade students were followed into the seventh grade in the fall of 1968, where the full battery of measures was administered to 426 seventh grade students. Seventh grade achievement testing was completed in November, 1968. The sociometric and attitude measures were given the first week of December, 1968. Two hundred forty-three students received the full battery of tests in both the sixth and seventh grades.

The sociometric questionnaire was a computerized form developed by the author. Each student was asked to list three to five fellow students with whom he would like to work and three to five students with whom he would like to play. Choices received on both questions were summed and converted to a standard score to derive a social status index for each student. At the sixth grade each student was allowed to select work and play associates from within his self-contained classroom, the basic structural unit of the sixth grade. Because of the changing structure of the group from simple to interlocking between the sixth and seventh grades, the seventh grade students were allowed to select work and play associates from the entire grade. Analysis revealed that 76 per cent of students' choices at the seventh grade were for schoolmates outside the homeroom where the test was administered.

The Attitude Toward School Scale was developed by Merl Bonney, of North Texas State University, with assistance
from the author. Reliability coefficients of the scale with a one week interval between testing were .86 and .89 in the fifth and sixth grades. The discriminatory power of each of the forty-seven items on the scale was found to be significant, with forty-five at the .001 level and two at the .01 level of significance.

Standardized measures of achievement were the Stanford Achievement Test in the sixth grades and the SRA Achievement Test in the seventh grade. Grade point averages for the sixth grade were determined from final grades received in mathematics, English, social studies, and science. Grades in these same academic areas which were received by the seventh grade students in the first nine weeks' report provided the data for grade point averages in the seventh grade.

Change in Social Structure

Testing of hypotheses concerning the effects of transition upon group structure provided the following results:

1. Social status in the sixth grade was significantly correlated with social status in the seventh grade (r = .48, n = 243, P = .001).

2. There was a significant decrease in the percentage of mutual choices between the sixth and seventh grades (P < .001).

3. There was a significant increase in the proportion of students who received no mutual choices between the sixth and seventh grades (P < .001).
4. There was a small, but significant, increase in the percentage of cross-sex choosing between the sixth and seventh grades ($P < .001$).

5. Generally there was no significant contribution of school of origin upon status index scores in the seventh grade. The two exceptions were as follows:

a. Transfer students' status scores were significantly lower than the status scores of the top four groups in mean status index score.

b. Status index scores of students from one of the elementary schools were significantly higher than the status scores of the lower five groups in mean status index score (see Table III, Figure 2).

**Effects of Change in Social Status**

Those students who were administered all instruments in both the sixth and in the seventh grade ($n = 243$) were arranged in order of change in social status between the sixth and seventh grades. From this group three groups were selected for statistical evaluation of differences. These three groups were as follows: (1) the 20 per cent experiencing the greatest positive change in status index scores, (2) the 20 per cent experiencing the greatest negative change in status index scores, and (3) the 20 per cent most consistent in status index scores. These groups were selected as clearly distinct samples of those experiencing negative, positive,
or very little change in social status between the two grades.

The three groups defined above were analyzed for significant variance in change in grade point average from the sixth to the seventh grades. Analysis of variance and the Duncan's New Multiple Range Test revealed the positive status change group decreased significantly less in grade point average than either the negative change group or the consistent status group ($P < .05$). It was interpreted that an increase in social status between the sixth and seventh grades assisted students in more effective use of personal resources which contribute to grades given by teachers.

There was no significant variance found between the three groups on any of the other variables tested—change in achievement test scores, attitude scores, and change in attitude scores.

Change in grade point average and change in social status were correlated to change in attitude to examine the possibility of significant relationships between these changes. No significant correlation was found in either case. Apparently, these changes operate independently of one another between the sixth and seventh grades.

The influence of having in one's homeroom students from the same school of origin upon social status or upon attitude in the seventh grade was investigated. Lack of control over the manipulation of this variable resulted in low means and
very large variances, which produced insignificant and inconclusive results.

**Intercorrelations in Both the Sixth and Seventh Grades**

Significant intercorrelations were found in the sixth grade between social status, attitude toward school, achievement, and grade point average ($P < .001$). Only the correlation of social status to attitude toward school was found not significant in the seventh grade. The remainder of the seventh grade intercorrelations between social status, attitude toward school, achievement, and grade point average was significant at the .001 level. A general pattern of deterioration of the strength of these interrelationships between the sixth and seventh grades was noted. The decrease in the correlations of status to grade point average was statistically significant ($P < .001$).

**Conclusions**

From the data summarized above the following conclusions were reached:

1. There is moderate stability of social status positions between the sixth and the seventh grades, with sufficient opportunities for both downward and upward mobility.

2. There is a significant decrease in mutuality between the sixth and the seventh grades, perhaps contributing to the confusion faced by a significant portion of seventh grade
students. Old friendships tend to dissolve as new friendship ties are developed in the seventh grade.

3. There is a significant increase between the sixth and seventh grades in the proportion of students receiving no mutual choices. The lack of opportunity for small group experiences and the changing memberships of classes at the end of each period make the establishing of mutual friendships more difficult in the seventh than in the sixth grade.

4. While cross-sex choosing for work or play association tends to remain small at the seventh grade, it does increase significantly from the sixth grade.

5. Transfer students face a disadvantage as a group in achieving social status in the seventh grade during the first four months.

6. Positive change in social status between the sixth and the seventh grades tends to contribute significantly to resistance to negative grade point change. It is possible that positive change in social status assists the student in more effective use of personal resources and reinforces identification to group goals.

7. There is no relationship of change in status or change in grade point average to change in attitude. Changes in either social status or grade point averages operate independently from change in attitude between the sixth and seventh grades.
8. Social status, attitude toward school, achievement test scores, and grade point average are significantly interrelated in the sixth grade. This is particularly true when the attitude measures include opportunities for the expression of student perceptions of the school's provisions for the fulfillment of the achievement needs of the students.

9. Except for the correlation of social status to attitude toward school, there are significant interrelationships between social status, attitude toward school, achievement test scores, and grade point average in the seventh grade. A pattern of deterioration of interrelationships between these variables can be observed between the sixth and seventh grades.

10. Related to the exception noted above, identification with adult values, such as attitude toward school, becomes less status enhancing as the student progresses from the sixth grade to the seventh grade.

11. When the school is departmentally organized, allowing choices for associations to be made from the entire school or grade level is justified and necessary for an accurate picture of the interpersonal relationships existing within the school.

12. The sociometric questionnaire can provide valid information to assist the counselor and other staff members interested in the personal-social adjustment problems of the student population. It rapidly identifies those who might
best be benefited by individual and group counseling, small group experiences, and other similar activities.

13. The sociometric questionnaire can be a most effective tool in evaluating efforts toward integration of numerous subgroups into a single unit. This applies to evaluation of efforts to unite students from different feeder schools as well as efforts to achieve the objectives of racial integration.

14. The NTSU Attitude Toward School Scale has sufficient potential to justify continued development as a tool to provide feedback on group morale and identification with the objectives of the school.

Recommendations

Contributions of This Study to Educational Theory and Practice

Since this study has been for the most part descriptive, its contribution toward alteration of current educational practice may be limited. Indirect support has been given to the trend toward the adoption of the middle school as a functional unit of the school system. The middle school, when properly effected, provides for a more gradual dissolution of the self-contained classroom in transition to the departmentalized school, a recommendation of this study.

Regardless of the school organizational pattern, efforts toward increased provision for the establishment of mutual friendships between students should be stimulated by consideration of the results reported in this study. Specific
recommendations presented later suggest methods whereby efforts in this area might be effectively evaluated.

This study should also serve to focus attention upon the need for special provisions to assist the transfer student in gaining both mutual friendships and a sufficient degree of peer acceptance at the seventh grade.

The most significant contribution of this study to social or educational theory is the partial substantiation given to laboratory experiments which have found significant effects of change in peer status upon task performance. Further investigation is needed in this area in the school setting.

Of greatest significance, however, may be the encouragement which this study provides for more thorough investigation of personal-social and social-group relationships at the secondary level. Most currently reported studies have been limited to the individual class unit within the secondary school. The whole of the structure has often been overlooked because of the difficulty in data collection. The computerized sociometric questionnaire and the Attitude toward School Scale may provide a means of effectively, efficiently, and inexpensively collecting the needed information.

Specific Recommendations

The following specific recommendations are made:

1. That, with the assistance of computerized methods of data tabulations, sociometric evaluation and analysis
become a part of the ongoing program of group and individual assessment in the secondary as well as in the elementary schools.

2. That the results of such analysis be utilized to suggest those who might best be benefited by individual and group counseling.

3. That the results of sociometric analysis be used to evaluate efforts to improve both intragroup and intergroup adjustment. The efforts should include the following:
   a. Increased opportunities for small group experiences to foster development of mutual friendships.
   b. Provisions for extended periods of contact with a defined group in the seventh grade during transition from the self-contained classroom to the departmentalized school.
   c. Provisions for opportunities for minority groups or individual neglectees or isolates to contribute in a real way to the realization of peer group objectives.

4. That deliberate and planned provisions be made to integrate the transfer student into the ongoing activities of the school. This can be done through individual and group counseling and through student initiated efforts to make the student body aware of and friendly to these newcomers.

5. That further investigation be made into the group processes taking place during the transition periods in the
life of the school student, particularly in movement from the self-contained classroom to the departmentalized school. Some of the directions which this research could take include the following:

a. Examination of the effectiveness of the middle school in providing a more gradual introduction into the departmentalized school. This should involve investigation at both the points of entrance and exit as well as during the period of schooling included in the middle school.

b. Examination of the effects of the non-graded organizational pattern upon social structure and individual personal-social adjustment in periods of transition from one level to the next in learning experiences.

6. That further research be done on the effects of change in social status upon task performance in the school setting. Additional non-laboratory evidence is needed to support experimental results in this area.

7. That further investigation be made to determine whether social status position as determined by total choices received on a sociometric questionnaire or the number of mutual choices received is the more important variable in personal-social adjustment and individual development.


**APPENDIX A - Computerized Sociometric Test Form**

**BOY GIRL** (circle one)  

YOUR NAME: FIRST LAST

1. PUPIL NAME: FIRST LAST

   PUPIL ID NUMBER

2. PUPIL NAME: FIRST LAST

   PUPIL ID NUMBER

3. PUPIL NAME: FIRST LAST

   PUPIL ID NUMBER

4. PUPIL NAME: FIRST LAST

   PUPIL ID NUMBER

5. PUPIL NAME: FIRST LAST

   PUPIL ID NUMBER

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**DO NOT MAKE ANY TYPE OF MARK ON THIS SIDE OF PAGE**  

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<table>
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**NOTE:** Do not make any type of mark on this side of the page.
APPENDIX B

ATTITUDE TOWARD SCHOOL

Your Name __________________________________________ Date __________________________

I.D. Number _________________________________________ School _______________________

Directions: Please answer each of the questions below by putting a check mark (X) under one of the four headings given in the columns to the right of the questions.

These four columns are:
(1) Nearly Always or Most of the time (2) Sometimes (3) Seldom (4) Never

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
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<tbody>
<tr>
<td>1. During school hours, I would rather be in school than anywhere else.</td>
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<td>2. Whenever I find or make something which I think the other students and the teacher will like, I bring it to school.</td>
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<td>3. Whenever I make something like a booklet, or a picture, or write a story, or have a good test paper, I take it home.</td>
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<td>4. During play periods everyone has a fair chance to play and do well.</td>
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<td>5. My abilities are recognised and given a fair place in this school.</td>
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<td>6. When a student doesn't like something in this school there is someone who will listen to him.</td>
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<td>7. When I see a way that I can help another student, I try to do it</td>
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<td>8. I believe my school work is fairly judged or graded by my teachers.</td>
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<td>9. My teachers are eager for me to learn new things.</td>
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<td>10. My teachers expect me to do my best in all of my school work.</td>
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<td>11. When a problem comes up in our school groups, we discuss with the teacher how best to deal with it.</td>
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<td>12. I like to go to school.</td>
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<td>13. I feel free to ask my teachers anything I want to.</td>
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<td>14. I get along O.K. with boys. (girls only)</td>
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<tr>
<td>15. I get along O.K. with girls. (boys only)</td>
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<td>16. I am glad to see other students do well in their school work.</td>
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<td>17. I feel that my teachers like me.</td>
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<td>18. My parents are pleased with my school work.</td>
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<td>19. I feel that I am succeeding in school.</td>
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<td>20. I like my teachers.</td>
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<td>22. I feel free to get up out of my seat without asking permission of the teacher, to talk to another child about school work, or to borrow a pencil, a book, or something.</td>
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<td>23. Most other students that I know in this school like me.</td>
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<td>24. In class discussions I raise my hand to volunteer information.</td>
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<td>25.</td>
<td>I am encouraged to work on topics or projects of special interest to me.</td>
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<td>26.</td>
<td>I feel free to speak out in class and tell other students what I think of things they have said or done.</td>
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<td>27.</td>
<td>Most of the other students like to see me do well in school.</td>
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<td>28.</td>
<td>My teachers do all they can to help me understand what I am supposed to learn.</td>
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<td>29.</td>
<td>Our required homework is about right.</td>
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<td>30.</td>
<td>When I break a school or group rule, spill or break something, I feel free to admit it to my teachers.</td>
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<td>31.</td>
<td>When I need to, I can work quietly in this class without being disturbed.</td>
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<td>32.</td>
<td>I hope I can go to school for many more years.</td>
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<td>33.</td>
<td>I am proud of my school.</td>
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<td>34.</td>
<td>I enjoy our play periods.</td>
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<td>35.</td>
<td>My teachers understand how I feel about things.</td>
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<td>36.</td>
<td>I have sat near or worked with other students whom I wanted to be with.</td>
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<td>37</td>
<td>A student in this class can be different from others in some ways and not be made fun of or avoided.</td>
<td>nearly always</td>
<td>sometimes</td>
<td>seldom</td>
</tr>
<tr>
<td>38</td>
<td>When a student annoys others, or interferes with what the group is trying to do, he is controlled or punished.</td>
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<td>39</td>
<td>A student who has a sense of humor is really appreciated in this class.</td>
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<td>40</td>
<td>A smart student who is very good in his school work is admired in this class.</td>
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<td>41</td>
<td>In this classroom I have felt relaxed and at ease.</td>
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<td>42</td>
<td>My class work is interesting.</td>
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<td>43</td>
<td>The rules of this school are enforced with fairness for everyone.</td>
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<td>44</td>
<td>When it comes to being strict, the teacher of this class is about right.</td>
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<td>45</td>
<td>There are plenty of books for our needs in the school library.</td>
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<td>46</td>
<td>I feel that what I am learning in school will be valuable to me in later life.</td>
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<td>47</td>
<td>I try hard to make a good record in all of my school subjects.</td>
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</table>
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