

THE EFFECTS OF TEAM MEMBERSHIP ON SOCIAL ACCEPTANCE
OF HIGH SCHOOL GIRLS

by

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CHAPTER I

INTRODUCTION

Education has three precise responsibilities to society. First, it must pass on the heritage of the race and the culture; secondly, it must help man with his social adjustment; and thirdly, it must ascertain new relationships and create new knowledges (21:4).

The social development of the adolescent is a complex process. A child at birth does not have a personality nor the ability to interact with others. He must be taught to have values, to like or dislike certain things, and to cooperate or not with others. An individual is molded by his background and the total situation in which he lives and learns. One's activity is dependent upon many factors, i.e. his self-image, his personality, his cultural and moral background as well as his peer group relationships. At the high school level especially, students need to develop self-direction and self-discipline. They need and accept social responsibility. Every student needs pride in his own ability, in his school and to know that he has a share in making his school a better one.

For years, the literature in physical education has contained statements which held that physical activities contributed positively to an individual's "social adjustment" (7:4). It is suggested that physical activities concomitantly stimulate positive social values for the individual participant but if presented in combination with the methods employed in social dynamics, physical activity is thought to modify behavior in a desired direction. Young people of every age find

security in not being singled out as different from their classmates. Each individual should be able to find some success in a physical education program. If a teacher can structure situations to ensure success for everyone he will be able to develop self-acceptance among his students. One cannot accept others until he has found acceptance and respect of himself. (14:196) Some students achieve this by being the fastest or the best athletes -- others by their friendliness. The abilities which command the respect of their peers can be a direct result of physical education experiences if planned to give each child an opportunity to excel in one or more areas. "It is exceedingly important that we as teachers and leaders of youth, be concerned with the question of how students attempt to achieve certain goals and meet their needs, how they defend their egos, how they try to achieve superiority, excellence, and gain security." (8:241)

Participation on an athletic team requires discipline on the part of the participant but it also allows one a ready-made structure with which to identify and develop character. Excelling in an activity with one's own peers, developing a skill, and competing to be the best must employ socialization as well. Since our society tends to put a value on sports, games, movement and fitness, it would appear that team membership, utilizing these forms of activity, would lead to greater social acceptance of the participants and thus, greater social adjustment.

PROBLEM STATEMENT

The intent of this study was to determine whether or not the pattern of social acceptance for high school girls changed with parti-

cipation on an interscholastic athletic team. More specifically, this study attempted to determine if girls' social acceptance changed with performance in the area of track and field and team membership.

THE NEED FOR THE STUDY

Scholars from the behavioral sciences have for years explored individual and group performance as related to numerous kinds of applied problems. Among these studies are those of the behavior of groups as they engage in vigorous and complex physical activity, in team games, and in professional sports. An individual's aspiration level is related to his perceived order or standing in a group, usually a peer group with whom the performer feels some close attachment. Numerous studies performed with young children (10, 3) have indicated that leadership and social recognition are often gained through effective physical performance.

However, as the child grows older a differentiation based upon the sex role occurs regarding the acquisition of leadership via physical prowess. As the male in our society reaches adolescence, physical activities become more highly organized and greater peer and community emphasis is placed upon athletic performance. However, less emphasis is placed upon excellence in physical activity on the part of the female (20, 22) as she enters adolescence and approaches adulthood. There are several reasons for this but perhaps the most outstanding one is the cultural tasks our society has identified for women. These tasks of homemaking and child rearing are often held to be incompatible with participation in sports. The myths concerning the negative effects of

sports upon a woman's health have also alienated women from sports. And, finally, social mores of femininity do not allow the woman to be as aggressive and competitive as her male counterpart and thus discourage participation. However, with the trend toward equal rights and opportunities for women, more and more females are becoming involved with competitive sports of some form.

Recently much controversy has arisen from individuals within and outside our athletic system concerning the basic fundamentals of this system. The regimentation and lack of freedom of choice is being questioned by the participants. The type of individual that is being created through athletics is being examined critically as perhaps not being the most desirable. The requirements to perform with excellence at all cost is not being taken for granted. It has been found that the sportsmanship of our young athletes is perhaps the worst of all other age groups (6). If these issues are found to be derogatory to the participant perhaps greater emphasis on interscholastic sports for women is not the answer; but the pros and cons should be weighed prior to its establishment if we are going to provide them the best possible education. Furthermore, if we are going to change the direction of this movement in athletics we must become more aware of the social aspect of sports and attempt to investigate the effects of physical activity upon socialization. We must strive to better prepare ourselves and our coaches in this area and, perhaps, re-examine the athletic program which now exists.

LIMITATIONS OF THE STUDY

Certain limitations were present in this study and should be pointed out to the reader:

- 1) The questionnaire method of research which was used to gather the information for the sociometric test limits the type of responses.
- 2) A sociogram does indicate relationships only within the particular group being tested but does not show the depth of relationships between individuals.
- 3) Increased athletic performance of the athletes was based upon judgments made by the coach prior to and after the season.
- 4) The only interscholastic sport for girls at Manhattan High School was track and field in its second year. The only prerequisite to belong to the team was regular attendance at practice. Meet participation did, however, require excellence.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of literature pertinent to this study and elaborating research on sociometry and the relationship between physical activity and social acceptance.

Dr. J. L. Moreno is considered by many to be one of the founders of sociometry, the measurement of socialization. His book, "Who Shall Survive?", is basically a study of the interrelationships of individuals in social groups (15). Mankind, states Moreno, develops and organizes itself according to a law of social gravity. This organization can be studied and pictured into a psychological geography of a group through the use of socionomy. However, the studies, methods, and evaluations presented are far too numerous to review although the procedures for this study were based upon information gained from Moreno.

Avid pupils of Dr. Moreno, Northway and Weld (17), co-authored a simplified version of Moreno's techniques of the sociogram, its construction and evaluations.

By utilizing Moreno's sociometric technique which requires the individual to choose associates from any group of which he is or might be a member, Breck (4) tested 586 women of the University of California, Los Angeles, between the ages of 17 and 25. Samples were taken three times from individual sports, team sports and rhythmic activity classes. The purpose of this study was to measure the stability of social judgment of two kinds over a period of seven weeks; and secondly, to analyze

the relationship between two different kinds of social judgment, i.e. establishment of skill and expression of friendship.

The results indicated that the sociometric method of measuring status gives evidence of being applicable to physical education. The data supported previous sociometric studies which indicated the sociometric test has high reliability. The investigation of stability of responses tended to remain stable for both skill and friendship in all types of activities under investigation. Breck concluded that when skill and friendship are the criteria of status, the individuals being tested do not change their positions significantly, nor, in general, does an individual tend to alter high status from one position to a very different position.

Material from the research literature in social psychology dealing with the effects of various social influences upon human performance has been summarized by Cratty (7). Cratty allows that physical fitness and good physical appearance greatly aid an individual in gaining leadership in our society. To further enlarge upon this, Corbin has conducted a sociometric study intended to illustrate the relationship between social acceptance and obesity in children. The tests indicated that the fat children were chosen less often and had more isolates than either lean or average groups (1).

Coleman (5) in his Adolescent Society sees athletics as occupying a central place in the informal structure of teenagers. He reported that more boys preferred to be remembered as an athlete than as a brilliant student. Furthermore, athletic success was found to be a primary criterion for popularity and leadership. Top athletes were heavily represented in the leading crowd and in leadership positions.

Popularity and prestige were accorded more readily for athletic achievement rather than academic achievement. In fact, Coleman stated, high scholastic performance is likely to bring negative sanction in the form of ridicule and scorn.

To further emphasize this, Spady (19) tested the hypothesis that the student's peer status and his extracurricular participation in high school will affect both his educational goals and his subsequent college attainments, holding family socio-economic status, IQ and grades constant. Spady studied 297 senior boys in two West Coast high schools in September, 1963, and four years later through questionnaires. By their senior year, student status in peer groups accounted for larger differences in aspiration levels than family status. Peer status was closely linked to participation in athletics; the possession of athletic prowess is a more important source of support for future success. Spady concluded that the major sources of student aspiration and success was the student's role in his high school peer group and participation in athletics.

Furthermore, Kenyon (12) incorporated the level of educational attainment along with function of country and sex as determinants of attitudes toward, nature and degree of involvements in physical activities of urban secondary school students. Females were found to possess more positive attitudes toward physical activity when it was perceived as a social experience.

The relationship between measurements of personality and interests with performance in certain sporting activities was studied by Andrews (2). He used the personality tests established by Eysenck and

Cattell plus questionnaires with a group of forty outstanding English athletes. These men were found to be more domineering, less inhibited, more confident and free from neurotic tendencies than non-athletes. However, the differences were greater when the athletes were divided into events. More research is needed, however, there was some evidence of a relationship between a stable, extrovert personality and high-level performance in sports. High dominance appeared to be an important factor in individual sporting achievements.

A second study concerning psychological characteristics of athletes and non-athletes was conducted by Schendel (18). The California Psychological Inventory was given to 334 ninth, twelfth and college team sports athletes and non-participants in athletics. Statistics showed a significant difference between the means of the athlete and the non-participant on either of the 18 CPI scales at the ninth grade level; four at the twelfth grade level. He found that ninth and twelfth grade athletes generally possessed more desirable personal-social psychological characteristics than non-participants. Keogh, however, found no significant relationship between either motor ability or athletic participation and the California Psychological Inventory.

The rate of social mobility of 1880 organized sportsmen between the ages of 15 and 25 were studied by Luschen (13). The results showed higher upward mobility and lower downward mobility to be among the sportsmen than either of these two measurements for members of the West German population at large. Another foreign study was that of Nigg and Heiderich (16) in the German part of Switzerland, where they investigated sports for girls from 15 to 19 years of age. Social contacts were found to be the main incentive for joining sports clubs.

Two studies concerned with high school girls and the relationship between athletic ability and peer acceptance were those performed by Tyron (20) and Young (22). Reported in 1939, Tyron found that 12- and 15-year old girls who were skilled at active games gained little social prestige. Young compared personal-social adjustment, physical fitness, and attitude toward physical fitness by three socio-economic levels with 114 eleventh grade girls. The results showed no significant relationship between social adjustment and physical fitness. Young agreed with Tyron's study; athletic success and physical ability did not enhance social acceptance and popularity among girls.

It can be seen from the preceding summary of literature that there is evidence that physical prowess enhances social acceptance of males; however, little research has been done to compare these two variables with girls. This study was an attempt to answer questions not yet answered by previous research.

CHAPTER III

PROCEDURES

One hundred seventy-two sophomore girls enrolled at the Manhattan High School, Manhattan, Kansas, served as subjects. This group was divided into three sub-groups according to their participation in athletics: 1) athletes, 2) intramural participants, and 3) non-athletes.

The sophomore class was selected for study because of its requirement of enrollment in physical education class and because of this being their first year at the high school. The girls' track team was in its second season and maintains the unique position of being the only competitive sport activity for girls at the high school level in Manhattan at this time.

Since observer information is not reliable, sociometric techniques were utilized to determine social acceptance of individual sophomore girls. A sociometric test was designed to reduce perceived situations which might prove embarrassing to certain girls. All sociometric measures were made in accordance with sociometric guidelines which lead to valid responses from the subjects (15, 17).

In view of the requirement of English for all girls, arrangements were made with sophomore English teachers to distribute questionnaires to each sophomore girl just prior to the first girls' track team meeting. The questionnaire (Appendix A) requested each name the girls with whom she most liked to associate outside of school. It

was asked that four choices be indicated if possible and that they be listed in order of preference. Age, address, parents' occupation, duration of residence in the Manhattan area and participation in intramurals was also requested. The questionnaires were prepared with the student's identification number as well as her name and it was requested she remove her name prior to turning it in. To insure validity in the responses, it was emphasized that the information was to be kept in complete confidence and was to be used only by the investigator in this study.

The questionnaires were collected and the results tabulated for the entire class. An identical questionnaire was distributed exactly three months later at the close of the track season. Tabulations were made from the two sets of sociometric questionnaires as to the total amount of times an individual was chosen, or a quantity score; as well as the degree of the intensity of the friendships indicated, or a quality score. The quality score was derived by an assignment of a point value of 4, 3, 2, and 1 for first, second, third, and fourth choices respectively. Thus each individual received both a quantity and a quality score prior to and after the season. A list was compiled with each girl's name and the number of choices she received (quantity), as well as the total number of points she collected (quality scores).

It was found that of the total number of subjects ($N = 172$), 124 were members of the non-athletic group; 32 were intramural participants, and 16 were members of the track team (athletes).

An analysis of variance was used to determine if group mean differences existed between athletes, intramural participants, and non-athletes in social acceptance as determined by the sociometric technique.

Athletic performance of the track team sophomores was likewise evaluated prior to and at the close of the track season. Those sophomore members of the team were given rankings by the coach as to how they compared with each other. The events which were represented by the sophomores included the long and high jumps, the softball throw, the shot put, and running events of various distances. To simplify the ranking of the sophomores, the participants in the events which involved jumping were ranked together. This category of jumping involved four girls. Thus, they were given a position rank of one to four on the basis of their ability and performance. The softball throwers and shot putters were likewise combined to form a "throwing" group. Five girls were included in this area and were given position rankings on a one to five basis. The sprinters, relay runners, and long-distance runners were compiled into a group of twelve girls. These runners were given rank positions from one to twelve.

CHAPTER IV

RESULTS

For statistical analysis, a comparison of quantitative and qualitative choices received by each group (athletes, intramural participants, non-athletes) and by each individual member was made. A one-way analysis of variance was used to compare the quantitative and qualitative scores while the two-tailed t-test of variance compared each group's pre- and post-tests. To meet requirements for the .05 level of significance F had to be 3.05 and t had to be 1.66.

Although no significant differences were found in the results of this study the discussion throughout this chapter will refer to differences which should be considered observed differences and insignificant except for the purpose of discussion.

The results of an analysis of variance on the quantity of social choices received by the three groups from the pre-test are shown in Table 1.

TABLE 1
QUANTITY OF SOCIAL CHOICES (QUANTITY PRE-TEST)

	df	ss	ms	f
Treatment	2	9.28	4.64	1.15
Within	169	681.62	4.03	
Total	171	690.91		

* Significant at .05 level of significance

As indicated, no significance was found in the number of choices received between the three groups prior to the first track team meeting.

A comparison of the mean number of quantity votes given each group member in the pre-test is found in Table 2.

TABLE 2
MEAN VALUES

Group	Mean
Non-athletes	2.379
Intramural Participants	2.875
Athletes	2.938

As shown above, there was an observed difference between the mean number of choices received by the three groups. The athletes received a slightly higher number of votes than did the intramural group. The non-athletes received the fewest number of votes. However, these differences were not statistically significant at the .05 level.

Table 3 illustrates the results of the post-test of the number, or quantity of choice votes received by each group.

TABLE 3
QUANTITY OF SOCIAL CHOICES (QUANTITY POST-TEST)

	df	ss	ms	f
Treatment	2	17.20	8.60	1.86
Within	169	781.70	4.63	
Total	171	798.91		

* Significant at .05 level of significance

Although F was found to be slightly higher than that of the pre-test, the .05 level of significance was not met. No significant difference was found between the three groups for the quantity of votes received after the track season.

The mean values of the post quantity test for the three groups is indicated in Table 4.

TABLE 4
MEAN VALUES

Group	Mean
Non-athletes	2.290
Intramural	3.094
Athletes	2.688

No significance was found at the .05 level; however, it should be noted that both the athletes and the non-athletes received fewer

votes from the post-quantity test than the pretest. The intramural group, however, gained choice votes.

The results of the pre-quality test of the three groups are shown on Table 5. Table 6 refers to the mean values of the pre-quality test for the three groups.

TABLE 5
QUALITY OF SOCIAL CHOICES (QUALITY PRE-TEST)

	df	ss	ms	f
Treatment	2	94.46	47.23	1.61
Within	169	4057.41	29.33	
Total	171	5051.86		

* Significant at .05 level of significance

TABLE 6
MEAN VALUES

Group	Mean
Non-athletes	6.121
Intramurals	7.719
Athletes	7.875

Just as the non-athletes had a lower quantity score than the other two groups on the pre-test, they likewise had fewer girls chosen as best friends. The intramural and athletic groups were very close

on quality scores; however, the athletes had a slightly greater intensity of friendships. No significant difference was found to exist.

The quality scores of the post-test for the three groups are compared in Table 7.

TABLE 7
QUALITY OF SOCIAL CHOICES (QUALITY POST-TEST)

	df	ss	ms	f
Treatment	2	138.39	69.19	2.48
Within	169	4719.31	27.92	
Total	171	4857.69		

* Significant at .05 level of significance

The post-quality test indicated a large change in F, however, this difference was not significant at the .05 level.

The mean values of quality post-test choices for non-athletes, intramural participants and athletes are given in Table 8.

TABLE 8
MEAN VALUES

Group	Mean
Non-athletes	5.903
Intramural	8.219
Athletes	6.750

Again it was found that the non-athletes and athletes had different scores on intensity votes as they had choice votes. However, the athletes differed to a greater degree than did the non-athletes. The intramural group, on the other hand, gained enough friendship choices to move them well ahead of the other two groups.

A t-test was calculated to determine the pre- and post-test differences in quantity of social choices for the three groups as a whole. Table 9 indicates the results.

TABLE 9

PRE-POST DIFFERENCE IN QUANTITY OF SOCIAL CHOICES
(NON-ATHLETES, INTRAMURAL, AND ATHLETES)

	Mean	t
Pre-test	2.5233	----- 0.35
Post-test	2.4767	

* Significant at the .05 level

The observed results showed that the quantity of votes received by the entire group were greater in the pre-test than in the post-test. In spite of the fact that this difference was not significant at the .05 level, all groups received fewer quantity votes in the post-test.

The t-test conducted on the data received from the pre- and post-quantity test is shown in Table 10.

TABLE 10

PRE-POST DIFFERENCE IN QUALITY OF SOCIAL CHOICES
(NON-ATHLETES, INTRAMURAL, AND ATHLETES)

	Mean	t
Pre-test	6.5814	----- 0.53
Post-test	6.4128	

* Significant at the .05 level

As was found with the quantity tests, the pre-test of quality choices was greater than the post-test of quality for all individuals. However, t was only .53 so no significant difference from pre- to post-test was found.

The pre- and post-test scores of the non-athletic group for each variable were compared using a two-tailed t-test in Tables 11 and 12.

TABLE 11

PRE-POST DIFFERENCE IN QUANTITY OF SOCIAL CHOICES
(NON-ATHLETES)

	Mean	t
Pre-test	2.3790	0.59
Post-test	2.2903	

* Significant at the .05 level

TABLE 12
PRE-POST DIFFERENCE IN QUALITY OF SOCIAL CHOICES
(NON-ATHLETES)

	Mean	t
Pre-test	6.1210	0.62
Post-test	5.9032	

* Significant at the .05 level

It should be noted that the non-athletic group lost both quantity votes (Table 11) and quality votes (Table 12). The mean loss between the pre- and post-test of quantity was .0787; that of quality was .2178. However, this loss was not significant at the .05 level.

The intramural group pre- and post-test difference in quantity of social choices were compared by the t-test in Table 13.

TABLE 13
PRE-POST DIFFERENCE IN QUANTITY OF SOCIAL CHOICES
(INTRAMURAL GROUP)

	Mean	t
Pre-test	2.8750	0.62
Post-test	3.0938	

* Significant at the .05 level

The intramural group pre- and post-test difference in quality of social choices were compared by the t-test in Table 14.

TABLE 14
PRE-POST DIFFERENCE IN QUALITY OF SOCIAL CHOICES
(INTRAMURAL GROUP)

	Mean	t
Pre-test	7.7188	0.54
Post-test	8.2188	

* Significant at the .05 level

The intramural group was the only group to gain both quantity and quality votes. The mean gain of quantity votes for this group was .2188 votes; the quality mean gain was .5000 votes. This gain was not found to meet the .05 level of significance, however.

The pre- and post-test differences in the quantity of social choices for the athletic group are found on Table 15.

TABLE 15
PRE-POST DIFFERENCES IN QUANTITY OF SOCIAL CHOICES
(ATHLETES)

	Mean	t
Pre-test	2.9375	0.65
Post-test	2.6875	

* Significant at the .05 level

The athletic group lost quantity votes and the mean loss was .2500 votes, which was greater than that of the non-athletic group. However, this loss was not significant at the .05 level.

The pre-post differences in the quality social choices for the athletic group is represented by Table 16.

TABLE 16
PRE-POST DIFFERENCES IN QUALITY OF SOCIAL CHOICES
(ATHLETES)

	Mean	t
Pre-test	7.8750	1.14
Post-test	6.7500	

* Significant at the .05 level

Although no significance was found, this group lost fewer quality votes than did the non-athletic group. Thus, they lost some votes (quantity), however, their quality of friendships was increased some to help offset the great loss in number.

The mean ages in months were determined for each of the three groups in Table 17.

TABLE 17
MEAN AGES

Group	Mean Age in Months
Non-athletes	186.45
Intramurals	186.88
Athletes	186.88

The results showed that the non-athletes were approximately 2 weeks younger; while the intramural participants and athletes were found to have exactly the same mean age, 15 years 6 months and 26 days.

Table 18 indicates the change in pre- and post-tests of athletic performance and social choice quantity votes of track team members, or the athletic group.

TABLE 18

CHANGE IN PRE AND POST TESTS OF ATHLETIC PERFORMANCE
AND SOCIAL CHOICE QUANTITY VOTES OF TRACK TEAM MEMBERS

Subjects	Athletic Performance	Social Choices
A	same	down
B	same	up
C	up	down
D	down	down
E	down	up
F	up	down
G	same	down
H	same	up
I	up	up
J	down	down
K	up	up
L	down	same
M	same	down
N	up	same
O	up	down
P	same	down

The athletic performance as judged by the coach increased to some extent after practice for the entire group of sophomores. However,

only six members increased their performance as compared to the rest of the sophomores on the team after being rated by the coach. No one stayed the same in both variables, and only two girls increased in both athletic performance and the number of social choice votes received. It was interesting to note that three out of the five girls entered in throwing events received more social choice votes after the season than prior to it. The jumping events had only one-fifth of their participants increase while the runners had only one-sixth of their girls increase in social choices received.

DISCUSSION OF RESULTS

Although changes in social acceptance were not found in this study and apparently no relationship exists between social acceptance and athletic team membership among high school girls, several points should be examined. Of the total group, a nearly equal number of individuals lost and gained social choice votes (73, 72). Only 27 girls, or 6.3% of the group, remained constant throughout the study. However, no allowance was made for the girls who had changed friendship groups and perhaps had older friends outside the sophomore class. This mobility would cause the individual to receive no votes from her classmates and appear to be an isolate. The general loss of social choices by the entire group can be explained by the fact that the sophomores were slowly becoming accepted by the two upper classes attending the high school. Instead of remaining a close, well-knit group throughout high school, each class must move socially to make up a student body consisting of the entire school.

The intramural group was found to have the most social choices after the post-test and were the only ones to gain social votes. During the months over which the sophomores were tested, there were no intramural programs conducted in view of the track season being in session. Thus the intramural group was free to participate in the numerous other activities available at the school as well as outside it. On the other hand, the members of the track team were required to participate in team practice and meets every afternoon for the three months. Thus the athletes did not have the same amount of free time to interact. Moreover, although an audience was admitted to the track meets and the team excelled, only two meets were held at the home track. These were at the beginning of the season when performance was good but not outstanding.

It was puzzling to note that the three black students on the team all received fewer social choices despite their increase in athletic performance. Often, the black students do not become involved in school activities. The girls, especially, rarely participate in any form of athletics at the school. Their peer group, as found on the social choice questionnaires, consisted entirely of other blacks enrolled at the school. This clique influence proved to be so great one black girl who had qualified for the state meet did not participate as no other black girl was going and she would not stay overnight with the rest of the qualifiers. Furthermore, for some reason, there seems to be a reversal of attitude toward blacks when they become successful in school activities. As was found in this study, those who were given choice votes by other blacks prior to the season in which all three found success, none of them received choice votes by either group on the post-

season questionnaires. Apparently they were not yet accepted socially by the white girls and may have been rejected by their black peers. This could be the reason there are so few black female participants in athletics at the school.

When discussing the results with several students, it was brought out that perhaps athletics had not changed the girls' social relationships with other girls; however, it had done so with the male students and, especially, male athletes. The girls mentioned them having something in common to converse as well as common practice areas and times.

The American society does not admire women athletes as it does male athletes. The physical attributes of both sexes brought about by activity enhance their popularity; however, the strength, speed, and agility most athletes are required to possess may not be considered feminine attributes. "The attributes demanded of athletics are very similar to the desirable attributes expected by society of its males." (20) When one looks at the great women athletes of today, there are few who can be considered exceedingly feminine. Klaf's and Arnheim (11:128) state that "those who are of the masculine type often do enter sports and are usually quite successful because of the mechanical advantages possessed by the masculine structure." Furthermore, becoming and maintaining one's status as a good athlete requires a great deal of time and hard work in conditioning and practice. For high school students, studying must be worked around scheduled meets and practice which in turn borrows time from one's social life. "Because conflict and stress increase as it becomes necessary for her to assure others of her

femininity, sometimes requiring evidence." (9:292) A choice must be made at this point. Perhaps this will change with the increased interest in women's athletics.

CHAPTER V

CONCLUSIONS

One hundred seventy-two tenth grade girls were questioned as to their social choices to determine if there was a change of social acceptance of those sophomore members of the girls' interscholastic track and field team. The following conclusions can be drawn from the data collected:

- 1) Athletic performance increased with practice and participation on an athletic team.
- 2) High school girls' social acceptance did not vary with performance in the area of track and field.
- 3) Athletic participation apparently has little relationship to social acceptance among high school girls.

Further research is necessary, concerning the attitudes, values and outcomes of athletic competition for girls and women with its present trend toward acceptance. It would be interesting to investigate other areas of athletics to determine whether or not the type of sport studied caused the decrease in social choices. Also, polling the entire student body as to their sociometric choices would answer many of the elements discussed within the study's results and, perhaps, indicate a more definite acceptance or non-acceptance of female athletes.

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APPENDIX A

AGE _____ GRADE _____

ADDRESS _____

PARENTS' OCCUPATION _____

How many years have you lived in Manhattan or the area?

Do you participate in Intramurals?

Name the girls enrolled at MHS who you see and do things with often when not in school. List in order of preference and give full names, please.

THE EFFECTS OF TEAM MEMBERSHIP ON SOCIAL ACCEPTANCE
OF HIGH SCHOOL GIRLS

by

CYNTHIA A. FOX

B. S., Boston University, 1967

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1973

Tenth grade girls (N=172) were tested to determine whether or not there were any significant differences in social acceptance when girls of different athletic experience were compared. In addition, changes in social acceptance associated with athletic team membership were studied. Sociometric methods were used to determine social acceptance while performance ratings and team position determined athletic performance. Results of this study showed that girls who participated in varsity athletics did not differ in social acceptance from girls who participated in intramurals and girls who did not participate in any form of athletics. Furthermore, participation in a season of athletics did not enhance social acceptance.