

BEST FRIENDS' AND NON-BEST FRIENDS'
PERCEPTIONS OF THEIR PARENTS

by

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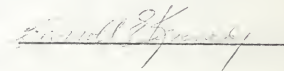
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CHAPTER I

INTRODUCTION

As children enter the period of adolescence they begin to show more interest in persons outside of the family circle (Potashin, 1946). They not only prefer the companionship of their peers, but assimilate the ideals, values, and standards of their contemporaries. This interest initially results in gang membership or acceptance into a clique. However, growth in age is characterized by a narrowing of the wide circle of friends (Khanna, 1963). It is during adolescence that dyadic friendships gradually assume prominence over gang loyalties (Conklin, 1938). During puberty, or soon after, girls form associations with one individual only (Hurlock, 1955).

The adolescent insists upon choosing his own friends. A number of studies have investigated the factors involved in friendship choice. The choice of a friend is an important aspect of the child's social world during adolescence. Friends mirror each other in taste, in clothes, in choice of heterosexual partners, in feelings about parents and siblings and about people different from themselves because of race, religion, income, or interests (Mittenberg and Berg, 1952). Best friends are together as much as possible, and when being together is impossible they spend their time talking to each other on the telephone. Girls, especially in early adolescence, spend more time with their best friends than do boys.

Adolescence, especially early adolescence, is considered as a time of problems. The problems according to Gardner (1947) are of two types: the general problems the adolescent has been trying to solve from infancy and the particular problems of adolescence. Research indicates young adolescent girls have more problems than boys of the same age (Garrison and Cunningham, 1952). They mature physically and socially before the boys and more quickly leave their childhood behind them. They are more concerned about their acceptance by others and their relationships with authority figures, family members, and peers. Girls especially during early adolescence, are more dependent upon their friends and show a greater need for the support offered by a close friendship (Fleming, 1932).

Along with the increase in the importance of peers comes a deterioration in parent relationships. Difficulties in getting along with different members of the family reach a peak around the time of sexual maturation. Hurlock (1955) stated that no one is more difficult to live with than the young adolescent or the preadolescent. The relationship between siblings of the same sex, along with relationships with other family members and relatives, reaches its lowest point at puberty. The young adolescent perceives his parents as more rejecting of him than ever before (Fleege, 1945). Fortunately by the end of the high school period, relationships with the members of the family normally show a marked improvement (Block, 1937; Stone and Barker, 1939; Conner et al., 1954).

If the adolescent girl's relationship with her parents is strained during adolescence she needs a friend who will advise and comfort her. Do girls who have negative feelings about their parents choose each other as friends in order to gain more understanding and sympathy? If the girl has

a good relationship with her parents does she choose someone who also enjoys a warm, satisfying relationship with her parents? Wittenberg and Berg (1952) suggested that friends are similar in their feelings about their parents.

A review of the literature on friendship choice indicated little study of the effect of parent relationships upon the development of adolescent friendships. Studying friendship choice as affected by this factor could also result in increased understanding of parent-adolescent relationships. The persons interested in counseling and teaching this age group could gain insight into the world of the adolescent girl through the study of friendship choices and adolescent-parent relationships. Abbert and Erigante (1962), Potashin (1946), and Winslow and Frankel (1941) have recommended the study of friendship as a doorway to understanding human behavior.

It was therefore with the hope of gaining a better understanding of the developmental process of the adolescent girl as this is reciprocally influenced by friend and parental associations that this study was conceived. The purpose of this study was to investigate the effect of various aspects of the parent-adolescent relationship upon friendship choice.

CHAPTER II

REVIEW OF LITERATURE

Importance of Friendship

Friendship represents one aspect of interpersonal relations which has existed for centuries. Along with marriage and family life it represents one of the most intimate and meaningful experiences of human existence. Abbett and Brigante (1962) concluded that one rarely finds a person that has not experienced friendship, whether it be the imaginary friend of the deluded mental patient or the animalistic fictions of the young child. Those who do withdraw from the world and reject their fellow beings (e.g. hermits, mild schizophrenics) are considered abnormal and contribute little to the well-being of mankind (Potashin, 1946). Friendship is accepted as a natural result of the satisfying and pleasant interaction of two or more persons.

Reader and English (1947) noted that because of the universality of mono-sexed friendship it is considered as "natural", while at the same time, it is a rather strange phenomenon. The individuals are voluntarily initiating and striving for a relationship with another person which does not seem to offer most of the satisfactions of marriage and family life. The physiological satisfactions of food, clothing, and protection and the sexual satisfactions of heterosexual relations are usually not provided. Nevertheless, friendship relationships have existed and continue to exist.

Clinical psychologists and others have recognized the importance of friendship relationships for adequate personality development. Close personal

relationships with a member of the same sex offer a training ground in human interaction which prepares one for marriage and parenthood (Potashin, 1946). Abbert (1962) reported that

We need interested, reliable others; i.e. friends, in order to live plausible, meaningful and tolerable lives. Friendship not only offers an effectively rewarding basis for living, but friends help to verify and objectify an individual's personal cognition of the world. Friendship helps one to establish a reliable and plausible life by being both an affective and cognitive anchor in the "outside world". In fact, friendship relations appear to be a social validation process par excellence, offering comparisons of parental orientations and ideology through its representation and actual position outside the narrower family circle. The sum of one's friendships with their affective and informational exchanges, comes to form a system of checks and reference points to one's idiosyncratic fantasies and perceptions. Acting in concert, our system of friendships offers a systematic body of viewpoints. p. 33

These viewpoints given with warm acceptance allow the person to develop and change and more fully reach his potential. From the mental health point of view, it would seem almost essential that every child and adult have or be able to have a close personal relationship with a contemporary.

Friendship with a member of the same sex is an important part of the social development of the adolescent. For the insecure adolescent trying out the role of the adult the companionship and support offered by a peer is a strengthener against the unknown. In someone similar to himself the adolescent finds one who can understand, advise, and sympathize with him as he faces the problems of growing up. The playmate of yesterday becomes in a very real sense, the friend of today.

Factors in Friendship Selection

A review of the available literature reveals that most research has attempted to show that friends are similar to one another in one or more characteristics. Challenging the theory "opposites attract", friends have

been found to be similar in age, sex, socio-economic status, race, religion, intelligence, level of maturity, interests, values and personality. Other factors studied involved the nearness to one another and opportunities for contact. Some attention has also been directed to the characteristic of the interaction between friends and the kinds of traits that make friends attracted to one another. Therefore, this review of the literature was divided into four categories: similarity, propinquity, interaction, and the attractiveness of certain traits.

Recent research has focused upon college rather than high school friendships choices. In order to present a comprehensive survey of the literature, studies with elementary school children, college students, and high school students are included. Those studies of adolescent friendships conducted several decades ago are included as the only research found concerned with the age group to be studied.

Similarity

There are many factors that influence the adolescent's selection of friends of his own sex. Smith (1944) in a study of the friendships of high school students reported that the factors in the order of importance were: similarity of sex, church preference, father's credit rating, residence, father's occupational status, number of father's community activities, number of mother's community activities, grade in American History. The sex cleavage of society in the adolescent years appeared to be almost complete in regard to friendship choice. Actual association in religious activities as well as religious preference was an important factor. The implication of the study was that people select as friends other people whom they resemble in one or more characteristics.

The importance of similarity was also indicated in a study by Fleming (1932) of freshmen college students. According to the measures used introverts sought introverts as friends, while extroverts chose extroverts. Pleasing individuals tended to have pleasing best friends. Those who are well adjusted tended to have friends who were well-adjusted. And those of high social intelligence tended to associate with those who also had high social intelligence. There was no apparent relationship between best friends on the basis of emotional steadiness, expressiveness, intelligence, nor upon the basis of socio-economic status.

Wellman (1926) in a study of junior-high pupils found that mutual friends among girls were more similar in scholarship than in any other characteristic studied by the investigator. Boys were more similar in height, intelligence, and chronological age.

Jones (1948) reported results comparable to those of other investigators. Correlational data suggested that friends were similar in age, intelligence, neighborhood background, and interests. When the data were examined with reference to age trends (eleven to eighteen years), it was found that the degree of physical maturity became an increasingly significant factor for girls and boys. Social status also became more important in older girl's friendships.

Similarity in economic status, achievement, age, and neighborhood were identified as the important factors in the formation of adolescent friendships by Khanna (1963). The traits emphasized both by girls and boys for social acceptance were: clever in studies, good natured, honest, kind, having a helping nature, same age, having a social nature, good habits and being enrolled in the same school subject. Talking together

was the most common occupation of the mutual friendships studied. Three hundred adolescents with a mean age of 13.5 years were the subjects of the research.

Bonney (1946) attempted to clarify the lack of agreement on findings concerned with the factors involved in friendship choice. He found very little assurance of a true difference in level of academic achievement between mutual and non-mutual pairs. The similarity that did exist between friends was interpreted as being due more to the intelligence factor than to the direct or special influence of academic achievement as such. The groups of mutual friends were more similar in their average scores on the interest inventory scale than were the unreciprocated pairs, but not enough to be significant. The high school mutual friendship pairs were no more similar on the Kuder Preference Record than the pairs of non-mutual friends. At the college level, degree of scientific interest appeared to be of some importance in drawing college students together. At the elementary level, the group of mutual friends were more alike in home background, than were the group composed of the non-mutual pairs. Results of the Bell Adjustment Inventory at the high school level showed no relationship between the mutual friendships and Home and Health Adjustment, but substantial correlations with both Social and Emotional Adjustments.

Similarity of age, intelligence, and socio-economic status were considered by Potashin (1946) as limiting but not definitive factors in friendship selection. These factors were important but did not explain why one person was chosen above others with similar characteristics. Chronological age, mental age, intelligence, and academic status were not found to be significantly related to friendship choice. Friends were somewhat more

alike in physical characteristics than non-best friends. The place of residence and the parent's occupational status were important, though the difference between the best friends and non-best friends was not great. Friends were more similar in their social status in the classroom than non-best friends.

Over one-half of the friendships of the adolescents studied by Jenkins (1931) were made at school. The neighborhood, club meetings, church, and miscellaneous places were also listed. Within the school the grade-section divisions were of importance in determining friendship choice with 64 per cent of the friendships made within the same grade and section.

The socio-economic status of the parents was considered as a factor of primary importance. The correlation coefficient for the socio-economic status of parent of child and parent of friend was .71. This high correlation did not seem to be significantly influenced by the proximity of homes, as only 25 per cent of the total number of children stated that they had made their friends in their own neighborhood.

The children studied by Jenkins (1931) tended to choose friends within one year of their age. There was a larger spread in chronological age for those friendships made outside of the school. The data revealed no tendency to choose friends either older or younger. The mental age and intelligence quotient coefficients suggested a spontaneous tendency to choose friends of the same approximate intelligence. According to data secured from Lehman's Play Quiz there was a slight tendency for the children to choose friends with like interests.

Sharpio (1953) reported that individuals tend to choose as friends those persons who were similar to themselves in personality traits, values,

and self-precepts. Individuals appeared to seek "similar" for their new friends and tended to consummate satisfactory friendships with "similar". Well-adjusted sorority women were more able to choose similar persons as friends and reject dissimilar persons than those individuals who were less well integrated. The similarity of "Ideal-Self" concepts appeared to be an overall condition of the friendships studied.

Similarity of ideal self-concepts was also investigated by Thompson and Nishimura (1952). It was hypothesized that friendships were determined to some degree by the compatibility of the ideals of two persons; and that each member of a friendship pair regarded the other member as possessing those personality characteristics which he himself idealized. The researchers concluded that the friendships studied were characterized, though perhaps not determined, by a community of ideals. By associating with another person who approximated the ideals valued, the person compensated for his own limitations. Friendship appeared to be consciously a kind of completion phenomenon.

Race preference is one of the factors involved in making friendship choices. The graduate students in a study conducted by Mann (1958) showed a preference for their own race as friends. The older white subjects preferred whites as friends more than the older Negroes preferred Negroes as friends. The white subjects were more aware of the effect of race on their friendship choices than were the Negroes.

Lundberg and Dickson (1952) reported that younger adolescents selected their friends from other ethnic groups more often than older adolescents. Those adolescents who belonged to clubs, fraternities, or sororities were more ethno-centric in their friendships than were the nonmembers. Adoles-

cents from the lower socio-economic groups had more friends from other ethnic groups than the adolescents from the higher socio-economic class. The more intelligent the adolescent, the more likely he was to choose friends from other ethnic groups. The adolescents who belonged to school honor societies had more friends from other ethnic groups than did non-honor students.

The importance of religion in the selection of associates was suggested in a study by Goodnow and Tagiuri (1952). It was found that boys of the Protestant, Catholic and Jewish faiths made a greater proportion of choices from their own group members than from other groups in choosing a roommate for preparatory school. Adolescents of each faith had insight into the attitudes of the other groups toward them. Bonney (1949) found that college students had a preference for friends from the same church group. This preference was especially marked for Baptists and Presbyterians. The college students with no church affiliation associated more with each other than those who belonged to a particular church.

Sower (1948) studied the effect of social class in a suburban community and found no evidence that the occupation of the father was a factor in determining the friendships of high school students. When there was a crossing of class lines in friendship choice, Cook (1945) found it most often occurred when middle-class adolescents strived to form friendships with those of the higher class.

The socio-economic level of students in a suburban community was studied by Udry (1960) in an effort to determine the effect of social class on same-sex friendships. There was no relationship between class similarity and interaction frequency of pairs of interactors. Social class was con-

sidered to be an insignificant factor because the community was a relatively new one; three-fourths of the subjects had lived in the community less than four years.

Becker (1952) investigated the similarity of valuing as a factor in selection of peers and near-authority figures. Values were considered as relational and behavioral, providing an operational "language" facilitating intercommunication and interaction. The categorization of the responses to open-ended questions was analyzed and confirmed the hypothesis that subjects tended to choose peers whose values resembled their own.

The importance of values in friendship selection was studied by Richardson (1940) with the use of the Allport-Vernon Study of Values. The results indicated that a community of values was an important factor in the friendships of the women studied. This was more clearly demonstrated by the friendships of mature women than by the friendships of college students. The tendency for age to increase the importance of values in friendship choice was also suggested by the findings of Pinter, *et al.* (1937). Their study indicated no correlation between friendship choice and cultural attitudes of elementary children.

Propinquity

When friends live near enough to one another to be able to be together frequently friendships are facilitated and strengthened. The proposition of propinquity according to Newcomb (1956) states that other things being equal, people are most likely to be attracted toward those in closest contact with them. For example, adults generally have strongest attraction for their own children, and children toward their parents. For the adolescent or child, propinquity has been stressed as the most important factor

influencing friendship choice (Frenkel and Potashin, 1944).

Frequent association appeared to be an essential condition for the formation of the friendships of the preadolescent boys studied by Furfey (1927). Association at school or in the neighborhood was related to friendship choice. Positive correlation coefficients averaging about .31 indicated that boys chose chums of the same age, size, intelligence, and maturity.

Seago (1933) found that the mean distance between the homes of associates was .26 miles as compared with .92 miles for unselected students. Seventy-five per cent of the pairs of associates were in the same grade and room at school. Similarity in maturity and certain personality characteristics was reported as a factor in friendship formation.

The importance of the ease of social intercourse in friendship selection was suggested by Blanchard (1947). He found that children transported to school by buses tended to select their best friends from the population of transported children and the non-transported children tended to select their best friends from the population of non-transported children. Even when going away to a summer camp, those who came from the same county or area of the state chose each other as associates (Faunce and Beegle, 1948).

The choice of a friend may be determined, or at least affected, by who the adolescent's seat-mates are in class. Interaction in the classroom provides an opportunity for the formation of friendships, and because of the constancy and duration of the opportunity, may result in the formation of close friendships. Byrne (1962) in a study of the interaction of general psychology students in a college classroom found that the

intensity of the friendship relationships was significantly greater when students were seated by one another for a fourteen-week period rather than a seven-week period.

Interaction

Reader and English (1947) pointed out that the secret of friendship is not found in similarity of more or less fixed traits but in the kinds of responses each person elicits from the other. They refer to the "we" character of a social relationship--the entity which is the interaction of two personalities as they meet and function together. Friendship is determined by two factors: the individual's social needs and the availability of social contacts. The individual seeks relatively persistent, satisfying relationships.

Most persons are more satisfied by one type of person than by others; however, there is no general rule as to what type is most satisfying as a friend. For example, one dominant person may need "a clinging vine", while another needs a "sparring partner." p. 214

The availability of social contacts is limited by the number of persons one comes in contact with and the even smaller number who reciprocate liking. From the persons available the adolescent selects the person most satisfying for his particular needs. It is important for most that they also view themselves as giving as well as receiving satisfaction from the friend. The most satisfying relationships according to Reader and English (1947) are those in which each of the individuals appreciates and admires his own role as well as that of his friend.

Attractiveness of Certain Traits

The importance of certain physical and psychological traits in the formation of friendships with members of the same sex was studied by Winslow and Frankel (1941). College men and women indicated the most important characteristics of friends were loyalty, the ability to be confided in, and frankness. The most disliked traits were hypersensitivity, garruality, and being a braggart about conquests with the opposite sex. Less personal characteristics, such as religious beliefs, political beliefs, economic status, and intelligence were deemed to be relatively unimportant.

Women were stronger in their expressions of liking and disliking traits than the men. Although in general, both men and women showed liking and disliking for the same traits, women showed greater dislike for promiscuity with the opposite sex and the men showed greater preference for friends with good social manners and for friends who possessed the ability to be confided in.

Morton (1960) concluded that one can account for the degree of friendship among members of a group by the extent of their similarity on traits relevant to the norms, interests, and extraneous associations of the group. In one fraternity studied the choice of friendships were found to be highly associated with college class, athletic ability, manners, and appearance. In the other fraternity studied, friendship choices were associated with college class, professional intentions, College Entrance Examination Board Aptitude Test score, and work for the fraternity. It was suggested that the importance of certain traits to the group will determine those traits which are significant factors in friendship selection within that particular group.

Adolescents of the higher socio-economic group may have different preferences in the traits desired for friends. Anastasi and Miller (1949) reported that adolescents from the higher social class preferred individuals who were serious-minded, talkative, talented in arts and crafts, enthusiastic, and who enjoyed working on their hobbies. Adolescents of the lower class preferred friends who were good listeners, attractive, enjoyed practical jokes, peppy, neat in appearance, grown up in looks and behavior, and were of the "hail-fellow-well-met" type.

Studies of friendships have emphasized that the two sexes put different emphasis on certain traits and characteristics in choosing their friends. Jones (1948) found that boys expected their boy friends to be good sports, enjoy practical jokes, work at their own hobbies, be interested in the same activities they enjoyed, be neat in appearance and grown up in their behavior. The socio-economic status of the friend was very important to the girls. Girls also expected their friends to be cooperative in a group, assured with an adult, and serious-minded. Boys rated high in importance: intelligence, cheerfulness, friendliness, and congeniality of interests, while girls put major emphasis on intelligence, helpfulness, loyalty, and generosity (Winslow and Frankel, 1941).

Austin and Thompson (1948) studied the reasons given by children for choosing their best friends and for making changes among their friends. The investigators found personality characteristics to be important determining factors in the selection and rejection of friends. Proximity and similarity of interests and tastes appeared to be the next most important variables. The lack of recent contact and having a recent quarrel were given most frequently as the reasons for changing best friends. Austin

and Thompson (1948) suggested that children may give stereotyped reasons for choosing friends and that reasons given for changing friends may present a more accurate picture of the factors involved in friendship selection.

In summary, the review of literature indicates that adolescent friends are individuals who are in the same class in school or who live in the same neighborhood, attend the same church, or belong to the same clubs. By junior-high age there is a relationship between socio-economic class and friendship choice with this factor of less importance in suburban communities. The selection of friends from other ethnic groups is not common. With maturity a factor of importance, chronological age is usually very similar for friends. The intelligence level of friends was found to be of more importance than academic achievement.

Physical maturity and appearance is of significance in the friendship choices of boys. Standards of right and wrong, ideals, and attitudes that are similar are generally found in adolescents who are friends. Adolescents choose as friends individuals with whom they have a satisfying, pleasant relationship. This relationship may be based upon the similarity of the personality traits of the two friends or upon the complementary aspects of their individuality.

Table 1 provides an overview of the characteristics researchers have reported as being associated with friendship selection. The table is organized around the four factors which served as an outline for the review of literature.

In reviewing the literature no studies relating friendship choice to similarity in parent-child relationships were found. It is assumed that

the adolescent's relationship with his parents is an important part of his life and affects his other relationships. This study hoped to determine if similarity in selected aspects of the parent-adolescent relationship was a significant factor in the friendship choices of adolescent girls.

Table 1. Factors influencing friendship selection.

SIMILARITY (in)

Academic Achievement

Smith, 1944 a
 Khanna, 1963 a
 Wellman, 1926 a
 Bonney, 1946 b
 Potashin, 1946 b

Socio-Economic Status

Smith, 1944 a
 Fleming, 1932 b
 Khanna, 1963 a
 Potashin, 1946 a
 Jenkins, 1931 a
 Jones, 1948 a
 Sower, 1948 b
 Urdy, 1960 b

Church Preference (Religion)

Smith, 1944 a
 Goldnow and Tequiri a
 Bonney, 1949 a

Age

Jones, 1948 a
 Khanna, 1963 a
 Potashin, 1946 b
 Jenkins, 1931 a
 Furley, 1927 a

Physical Maturity and Appearance

Jones, 1948 a
 Furley, 1927 a
 Potashin, 1946 a

Interests

Jones, 1948 a
 Bonney, 1946 a
 Jenkins, 1931 a
 Austin and Thompson, 1948 a

Values

Sharpio, 1953 a
 Becker, 1952 a
 Richardson, 1940 a
 Luntner, 1937 b

Grade and Class

Jenkins, 1931 a
 Seagoe, 1933 a

Ideal-Self and Self-Concept

Sharpio, 1953 a
 Thompson and Mishimurt, 1952 a

Race

Mann, 1958 a
 Lundberg and Dickson, 1952 a

Social Status in Classroom

Potashin, 1946 a

Sex

Smith, 1944 a

Neighborhood Background

Jones, 1948 a
 Bonney, 1946 a
 Faunce and Peugle, 1948 a

Place of Residence

Smith, 1944 a
 Khanna, 1963 a
 Potashin, 1946 a

Intelligence

Fleming, 1932 b
 Jones, 1948 a
 Bonney, 1946 a
 Potashin, 1931 b
 Jenkins, 1931 a
 Furley, 1927 a

Table 1. (continued)

<u>SIMILARITY</u>		
<u>Maturity</u>	<u>Emotional Adjustment</u>	<u>INTERACTION</u>
Furfey, 1927 a	Fleming, 1932 a	Reader and English, 1947 a
Seagoe, 1933 a	Bonney, 1946 a	
	Sharpio, 1953 a	<u>ATTRACTIVENESS OF CERTAIN TRAITS</u>
<u>Social Maturity</u>	<u>Emotional Steadiness</u>	Morton, 1960 a
Fleming, 1932 a	Fleming, 1932 b	Winslow and Frankel, 1941 a
Bonney, 1946 a		Anastasi and Miller, 1949 a
	<u>Personality</u>	Jones, 1948 a
<u>Number of Parent's Community Activities</u>	Sharpio, 1953 a	Austin and Thompson, 1948 a
Smith, 1944 b	Seagoe, 1933 a	Khanna, 1963 a
	Fleming, 1932 a	
<u>Expressiveness</u>		
Fleming, 1932 b	<u>PROPINQUITY</u>	
	Frankel and Potashin, 1944 a	
<u>Introversi-on-Extroversi-on</u>	Furfey, 1927 a	
Fleming, 1932 a	Fauce and Esagle, 1948 a	
	Byrne, 1962 a	
	Blanchard, 1947 a	
	Austin and Thompson, 1948 a	

CHAPTER III

PROCEDURE

Statement of the Problem

The purpose of this study was to determine the effect of similarities and differences in parent relationships upon the friendship choices of adolescent girls. The adolescent-parent relationship was divided into three areas: acceptance by parents, satisfaction with parents, and satisfaction with the relationship.

Hypotheses to be Tested

1. The degree of acceptance by parents is more similar for best friends than for non-best friends.
2. The degree of satisfaction with parents is more similar for best friends than for non-best friends.
3. The degree of satisfaction with the parent-adolescent relationship is more similar for best friends than for non-best friends.

Choice of Subjects

The students selected as subjects were all of the seventh and eighth grade girls in Junction City, Kansas, Junior High School. The 220 adolescent girls were administered a questionnaire in two groups on consecutive days at the beginning of the second semester of school. A pilot study was conducted by administering a questionnaire to thirty ninth grade girls in the same school. Two changes in the questionnaire were made following the pilot study. A question concerning the parent's satisfaction with the adolescent's grades was added and categories were established for the length of attendance.

The junior high school age group was chosen because during this period there is a narrowing of the wide circle of friends, with friendship usually limited to a person of the same sex. During junior high school dyadic friendships are beginning to assume prominence over gang loyalties (Lucina, 1940). Harlock (1955) noted there is not only a tendency toward a decrease in the number of friends but a change in the character of the associations with strong affection and interest shown toward one person.

Friendships are very important to the adolescent girl and she needs and wants loyal friends to talk to and confide in (Dixon, 1958). For the girl the junior high school years are the only ones in her life where friendships with members of the same sex will be more important than group associations or friendships with the opposite sex. By the middle of the high school years there is a gradual shift of interest to friends of the opposite sex (Hildreth, 1933).

Administration of Questionnaire

Junction City Junior High School was chosen because school officials were cooperative and willing to make student-time available. The administration of the school gave permission for the study and made the arrangements necessary for the students to be present in a large study hall for a fifty-minute period. School personnel assisted in distributing the questionnaires and in supervising the students during the testing period.

For purposes of comparison in the study each girl was asked to list her best friend and other best friends. Questionnaires were administered to all seventh and eighth grade girls in order to assure that it would be possible to match thirty pairs of best friends and sixty pairs of non-best friends. The Statistics Department at Kansas State University, Manhattan, Kansas, was consulted to determine the number of pairs necessary for statistical comparison. After thirty pairs based on mutual choice were selected randomly, sixty pairs of subjects who did not choose each other were selected randomly to comprise the non-best-friend group. The non-best friends were not matched with one of their second-choices for best friend. The remaining forty questionnaires were not used in the analysis of the data.

The subjects were told that the researcher was attempting to find out about the adolescent girl's relationship with her parents in order to improve the researcher's ability to teach adolescent girls. It was emphasized that only when sources of conflicts and problems are known can parents be helped to be better parents and adolescents aided in improving their relationships with their parents. The adolescents were not told that their answers would be compared with the answers of their best friends. They were assured that their answers would be kept confidential and that the names on the questionnaires would not be used.

The Questionnaire

The questionnaire (Appendix) for this study was developed after reading sources describing parent-adolescent relationships (Block, 1937; Jersild, 1957; Fleege, 1945; Conner et al., 1954). Ten questions were related to the adolescent's perception of his parents, eleven questions were related to the adolescent's perception of his relationships with his parents, and eleven questions were related to the adolescent's perception of his acceptance by his parents. In addition, four open-ended questions and seven short-answer questions were included to secure information about the subject and his choice of a best friend.

The adolescent's perception of his acceptance by his parents, his relationship with them, and his attitudes toward them was used. Several studies have supported the use of the child's perception of the situation rather than the perception of the situation as judged by another person. Serot and Teevan (1961) concluded that the child's perception of the parent-child relationship is of more importance than the actual relationship. The child reacts to his perception of the situation and not directly to the situation itself.

A three point continuum was used to provide the data to determine if any differences existed between the agreement of the responses of the pairs of best friends and the agreement of the responses of the pairs of non-best friends. Maxwell et al. (1961) used a five point continuum to study perception of the parent-child roles (e.g. always, almost always, usually, sometimes, seldom or never). The Statistics Department recommended the use of a three part continuum for this study. In Parts I and III of the questionnaire the responses to the questions varied in order to provide

suitable answers for the questions used. In Part II which described the adolescent's acceptance by his parents the selection of responses on all questions was: mostly pleased, satisfied, mostly displeased.

In Part IV, Question 1, the subjects indicated their best girl friend at Junction City Junior High School. Richardson (1939) reviewed the various procedures for designating best friend: observed association, designation of one friend by another without regard for mutuality, designation of one friend by another with regard for mutuality. The latter procedure has been used by Smith (1944), Austin and Thompson (1948), Potashin (1946) and others. It was chosen for this study as the most efficient method of determining the adolescent whom the subject considered to be his best friend. Mutuality was considered an important factor in order to eliminate "unrealistic choices" which Potashin (1946) indicated often occur when adolescents are asked to name their best friend.

It was expected that relationships very different in quality and intensity would be considered as best friend relationships by the subjects. Reader and English (1947) described a continuum from intellectual to intimate friendships between adolescents. The types of relationships which did exist between the adolescent girls in this study were not studied. This was considered outside of the scope of the question being investigated. The term "best friend" was chosen as more meaningful to contemporary adolescents than the terms "chum" or "intimate friend" which had been used by other researchers. A copy of the questionnaire developed for this study is included in the Appendix.

Analysis of The Data

The thirty pairs of best friends were each given a code letter and the sixty pairs of non-best friends were each given a code number. The responses of each pair were then tabulated into three categories: exact agreement on the answer to the question, close agreement (one response apart) on the answer to the question, and no agreement (two responses apart) on the answer to the question. It was then possible to determine the exact number of pairs of best friends and exact number of pairs of non-best friends in each category.

The total number of best friend pairs and non-best friend pairs in each of the three categories for each of the multiple-choice questions was placed on a master sheet and evaluated by non-parametric statistics using the binominal chi-square. The chi-square values were derived by a staff member of the Statistics Department, Kansas State University, Manhattan, Kansas.

The answers to the open-ended questions "What is a best friend?" and "In what ways are your parents like your best friends' parents? How are they different?" were categorized according to content. The responses to "How do you feel about your parents?" and "How does your best friend feel about her parents?" were rated according to degree of affection shown and then compared for agreement between the two members of each pair.

CHAPTER IV

RESULTS AND DISCUSSION

Characteristics of Friendship Pairs

The subjects were 180 seventh and eighth grade students between the ages of twelve and fifteen years (Table 2). Note page 23 for grouping of the original 220 girls. The sixty adolescents of the thirty best-friend pairs had a mean age of 12 years 9 months. The 120 adolescents of the sixty non-best-friend pairs had a mean age of 12 years 10 months. Seventeen of the thirty best friend pairs were the same age in years; the remaining thirteen pairs were one year apart in age. Thirty-two of the sixty non-best friend pairs were the same age in years; the remaining twenty-eight pairs were one year apart in age.

Table 2. Number of subjects according to age distribution.

Age in years	Number of subjects	
	Best friends	Non-best friends
12	23	43
13	29	57
14	8	17
15	0	3
Total	60	120

Twenty-nine of the sixty members of the best friend pairs were enrolled in the seventh grade; thirty-one of the sixty members of the best friend pairs were enrolled in the eighth grade. Sixty of the 120 members of the non-best friend pairs were enrolled in the seventh grade; sixty were enrolled in the eighth grade (Table 3). Twenty-nine of the best-friend pairs were in the same grade. All sixty of the non-best-friend pairs were in the same grade.

Table 3. School grade of subjects.

School grade	Number of subjects	
	Best friends	Non-best friends
7	29	60
8	31	60
Total	60	120

The subjects comprising the thirty best-friend pairs had lived in Junction City an average of 7.3 years. This was comparable with the average for the subjects comprising the sixty non-best-friend pairs. The 120 adolescents of the non-best-friend pairs had lived in Junction City an average of 7.5 years (Table 4). Sixteen or 27 per cent of the subjects of the best-friend pairs had lived in Junction City all their lives; forty-one or 34 per cent of the members of the non-best-friend pairs had lived in Junction City all of their lives. The average difference in number of years the best-friend pairs had lived in Junction City was 4.8 years. The average difference in the number of years the non-best-friend pairs had lived in Junction City was 2.7 years. The non-best-friend pairs were slightly more similar in the number of years they had lived in Junction City.

Table 4. Number of years subjects had lived in Junction City.

Number of years	Number of subjects	
	Best friends	Non-best friends
0 - 4	24	41
5 - 9	11	23
10 - 14	24	52
Total	59	116

The subjects were asked to check one of four responses as to the length of their enrollment in Junction City Junior High School. The number of adolescents checking each of the four responses is shown in Table 5. The best-friend pairs were more similar in the length of time they had been enrolled in school. Twenty-four of the thirty pairs of best friends showed the same length of enrollment and thirty-four of the sixty pairs of non-best friends had the same enrollment period. The student's grade level had an effect on his response. The maximum period of attendance possible for the seventh grade students was "all of this year only".

Table 5. Length of enrollment of subjects in Junction City Junior High School.

Response	Number of subjects	
	Best friends	Non-best friends
"This school year and all of last year"	23	54
"Part of last school year and all of this school year"	3	7
"All of this school year only"	28	46
"Part of this school year only"	1	12
Total	60	119

Responses to Questionnaire*

Attitudes Toward Parents

Attitudes Toward Mother.-- Questions 1 through 10 were concerned with the adolescent's attitudes toward his parents. In general, the subjects made very favorable evaluations of their mother (Table 6). Seventy-nine per cent (143) of all the subjects described their mother as a "good mother", 80 per cent (145) described her as a good homemaker, 72 per cent (129) were pleased with the way their mother acted and dressed in public, and 79 per cent (101) thought their mother was a "good wife".

Table 6. Attitudes of subjects toward mothers.

Question	Number of subjects		
	a good mother	a fair mother	a poor mother
1. I would describe my mother as	143	35	1
3. As a homemaker my mother is	good 145	fair 30	poor 3
5. The way my mother dresses and acts in public is	good 129	fair 49	poor 1
7. When I am an adult I would like to be	like my mother 58	somewhat like my mother 92	unlike my mother 30
9. I think my mother is	a good wife 101	a fair wife 29	a poor wife 1

On the five questions about the mother, the subjects gave fewest favorable responses to Question 7. Only 32 per cent (58) of the adolescent

*All of the subjects did not respond to every question. The number of responses does not always total 60 and 120.

girls indicated they wanted to grow up to be like their mothers; 51 per cent (92) indicated they would like to be somewhat like their mother and 17 per cent (30) indicated they wanted to grow up to be unlike their mother.

Attitudes Toward Father.-- On four of the five questions about the father, over 60 per cent of the respondents chose the most positive response (Table 7). Sixty-seven per cent (120) described their father as a "good father", 83 per cent (149) said he was "good" at his work, and 63 per cent (113) described the father as a "good husband". Two-thirds indicated they approved of the way their father dressed and acted in public.

Table 7. Attitudes of subjects toward father.

Question	Number of subjects		
2. I would describe my father as	a good father 120	a fair father 50	a poor father 5
4. In his work my father is	good 149	fair 27	poor 0
6. The way my father dresses and acts in public is	good 121	fair 41	poor 4
8. When I think of an ideal man I think of someone	like my father 43	somewhat like my father 93	unlike my father 41
10. I think my father is	a good husband 113	a fair husband 49	a poor husband 10

The most negative responses were given to Question 8. Twenty-three per cent (41) said that when they thought of an ideal man they thought of someone unlike their father. Forty-three per cent (93) thought of someone "somewhat like their father"; 34 per cent (43) answered "like my father".

Comparison of Attitudes Toward Parents.--- On three of the five pairs of questions concerned with attitudes toward the mother or father, the mothers received more positive responses than the fathers. The largest difference was in regard to marital roles with 13 per cent more of the respondents indicating they regarded their mother as a "good wife" than indicated that their father was a "good husband". Although the difference in number was small, more fathers were considered good at their work than mothers were considered good at homemaking. Eleven more respondents considered the ideal man as someone like their father than indicated that they would like to grow up to be like their mothers.

Perceived Acceptance by Parents

Table 8 indicates the subjects' responses to Questions 11 through 21 which asked how the adolescent perceived his parent's satisfaction with various aspects of his behavior. Over one-third of the respondents indicated their parents were "mostly pleased" with their physical appearance and cleanliness (Question 11), the way they spent their free time (Question 20), the boys they "liked" (Question 16), their grades (Question 18), and the amount of help they gave their parents at home (Question 21). More indicated their parents were pleased with the way they behaved at home and school (Question 17) and their church attendance (Question 19) than indicated their parents were pleased with any other aspects of their behavior.

On all eleven of the questions asked more answers were in the satisfied category than in the "mostly pleased" or "mostly displeased" category. The most answers in the "satisfied" category were given in response to Question 15, "How satisfied are your parents with the way you follow the rules they make for you to follow?" The percentage of answers

Table-8. Adolescents' responses to the questions on their parent's satisfaction with them.

Question	Number of subjects	
	Mostly pleased	Mostly displeased
11. How satisfied are your parents with your physical appearance (how you look) and your cleanliness?	73	90
12. How satisfied are your parents with the way you get along with your brothers and sisters?	41	70
13. How satisfied are your parents with the way you spend money?	53	88
14. How satisfied are your parents with the way you take care of your room and clothes?	49	79
15. How satisfied are your parents with the way you follow the rules they make for you?	47	104
16. How satisfied are your parents with the boys you "like"?	70	74
17. How satisfied are your parents with the way you behave at home and school?	79	88
18. How satisfied are your parents with your grades?	72	78
19. How satisfied are your parents with your church attendance?	80	71
20. How satisfied are your parents with the way you spend your free time?	67	92
21. How satisfied are your parents with the amount of help you give them at home?	60	86

in the "satisfied" category ranged from 38 to 57 per cent.

Thirty-four per cent (58) of the 169 respondents indicated their parents were "mostly displeased" with the way they got along with their brothers and sisters (Question 12). Twenty-eight per cent (51) indicated their parents were displeased with the way they took care of their room and clothes (Question 14). Over 20 per cent (37) indicated their parents were displeased with the way they spent money (Question 13). Eighteen per cent (32) of the parents were perceived as being displeased with the amount of help given at home by their adolescent daughter (Question 21).

Degree of Satisfaction with Parent-Adolescent Relationship

Part III of the questionnaire asked for the adolescent's satisfaction with selected factors in his relationship with his parents. Sixty-one per cent (110) of the subjects indicated the discipline given them by their parents was fair most of the time; thirty-two per cent (58) answered "some of the time" and the remaining 7 per cent (12) answered "almost never" (Question 22). Two-thirds were satisfied with the degree of permissiveness or strictness of their parents (Question 23). Of the remaining one-third all but thirteen subjects indicated that they would like for their parents to be "easier" on them (Table 9).

One hundred and thirty-two of the 158 adolescents who responded to Question 24 indicated their parents loved them the same amount as the other children in the family. Twenty-two of the subjects did not answer the question or did not have siblings. Eighteen or 11 per cent felt their parents loved them less; 5 per cent (8) indicated their parents loved them more than the other children in the family.

Table 9. Adolescents' satisfaction with the parent-child relationship.

Question	Number of subjects		
	most of the time	some of the time	almost never
22. The punishment and discipline my parents give me is fair	110	58	12
23. I wish my parents would be easier on me	52	115	13
24. In comparison to the other children in the family my parents love me more	8	132	18
25. The amount of money my parents give me to spend pleases me very much	61	83	35
26. The amount and kind of clothes my parents buy for me pleases me very much	82	78	20
27. The amount of time my parents spend with me doing things I like to do is more than they should	21	85	73
28. The rules and regulations my parents make for me are fair	100	63	7
29. My parents interfere with what I want to do more than they should	42	128	10
30. My parents expect me to confide in them more than I really want to	43	113	19
31. My parents and I agree on my social life (dating, parties, movies, etc.)	85	70	24
32. I am satisfied with the way my parents understand me	83	71	26

In answer to the questions concerning the amount of money given them to spend (Question 25) and the amount and type of clothing provided (Question 26), approximately 45 per cent of the adolescents were satisfied but not pleased with the present situation. Thirty-three per cent (61) were very pleased with the amount of money given them to spend and 46 per cent (83) were very pleased with the amount and type of clothing their parents provided. The remaining 21 and 11 per cent, respectively, indicated they were displeased.

More negative answers were given to Question 27 than to any other of the questions on the parent-adolescent relationship. Forty-one per cent (73) of the adolescents indicated their parents did not spend enough time with them doing things they like to do. Forty-seven per cent (85) felt the time spent was "about the right amount" and 12 per cent (21) answered that their parents spent more time with them than they should.

Of the 178 adolescents responding, 108 said the rules and regulations their parents made for them were fair most of the time. Sixty-three or 35 per cent answered "some of the time" and seven or 4 per cent answered "almost never" (Question 28).

In response to Question 29, 71 per cent (126) of the adolescents answered that their parents interfere with what they want to do "about the right amount". Over four times as many said their parents interfere more than they should than indicated their parents did not interfere as much as they should.

Twenty-four per cent (43) of the respondents felt their parents wanted them to confide in them more than the adolescent wanted to (Question 30). However, over 60 per cent were satisfied with the degree of expectation.

Nineteen or 11 per cent said their parents did not expect them to confide in them as much as the adolescent wanted to.

Almost half of the 180 adolescent girls stated they and their parents agreed on their social life (dating, parties, movies, etc.) most of the time (Question 31). Of the remaining one-half, 38 per cent (70) indicated there was agreement some of the time; 14 per cent (24) indicated there was "almost never" agreement between the adolescent and his parents on the adolescent's social life.

The responses to Question 32 suggested that over one-half of the subjects were satisfied "most of the time" with the way their parents understood them. Seventy-one or 39 per cent were satisfied "some of the time" and 14 per cent (26) were "almost never" satisfied with the way their parents understood them.

Responses to Open-Ended Questions

Description of Best Friend.-- The subjects were asked to answer the question "What is a best friend?" Table 10 indicates their responses. Seventy stated a best friend is someone to share secrets with and talk to, and fifty-seven indicated that a best friend is someone that can be trusted. A best friend was defined as someone to have fun with or as someone who will give help when it is needed. Other adolescents described a best friend as someone who has similar interests, is understanding, is loyal, has desirable personal qualities, and is like me. Most adolescents gave more than one example of what a best friend was. The number of responses ranged from 0 to 8.

Table 10. Answers given to the question "What is a best friend?"

Response	Number of subjects		
	Best friends	Non-best friends	Total
Share secrets and talk to	21	49	70
Can trust	18	39	57
Have fun with	19	36	55
Will give help	16	35	51
Understands you	19	25	44
Personal qualities	6	30	36
Loyal, dependable	10	25	35
You like	5	11	16
Likes you	7	8	15
Similar interests	4	11	15
Miscellaneous	2	3	5
Total	128	272	399

Parent Comparison.-- Question 5, Part IV, asked "In what ways are your parents like your best friend's parents? How are they different?" Many different responses were given. Table 11 indicates the ways in which the adolescent perceived his and his best friend's parents as alike. Sixteen mentioned that their parents had the same interests and activities and the same rules and regulations for them to follow. Thirteen felt their parents "treated them the same". Twenty-three attributed some desirable trait (e.g. understanding, nice, kind, sweet) to their parents and their best friend's parents.

The responses to the latter half of Question 5 indicated how the adolescent perceived his parents as being different from his best friend's parents. Over one-half of the responses were a comparison of the strictness or permissiveness of the two sets of parents. Thirty of the adolescents mentioned their parents were more strict than their best friend's parents. Twenty-three indicated their parents were more permissive than their best

Table 11. Responses to the question "How are your parents and your best friend's parents alike?"*

Response	Number of subjects
Understanding, nice, kind, sweet, and other favorable attributes	23
Like same interests and activities	16
Have same rules and regulations	16
Treat children the same	13
Both love their children	6
Of same religion	5
Same in the way they treat other people	2
Both happy	2
Both old fashioned	3
Give the same punishment	4
Both give help and share	2
Both too nosy	2
Give same allowance	2
Same occupation	1
Both work hard	1
Both mean and unfeeling	1
Have same family problems	1
Of same race	1
Total	102

*The number of responses of best friend and non-best friends were not divided into two categories because of the small number of responses in each category.

friend's parents. Also mentioned were differences in interests and activities, in the allowances given, in family structure (e.g. divorced, number of children). See Table 12.

Table 12. Responses to the question "How are they (your parents and best friend's parents) different?"*

Response	Number of subjects
Her parents are more permissive	30
Her parents are stricter	23
Have different interests and activities	10
Are different in religious attendance	3
Have different family structure	5
Her parents at better occupational level	3
Her father is nicer	1
My parents show more love for me	2
They have nicer home	1
Mine are more old-fashioned	2
Mine are better parents	4
Her parents are more understanding	2
Her parents have different rules	2
Mine spend more time with me	1
Her mother doesn't work	3
Her parents have more troubles	1
Her parents care more about her school	1
Give different allowance	4
Mine more understanding	1
Hers spend more time with her	1
Total	100

*The number of responses of best friends and non-best friends were not divided into two categories because of the small number of responses in each category.

Feelings About Parents.-- The responses to the open-ended question, "How do you feel about your parents?" were rated as to the degree of affection expressed. The ratings used were: 3-unqualified, warm affection, 2-qualified or some affection, and 1-little or no affection. Table 13 shows the total number of responses in each category. The answers to Question 4, Part IV, "How does your best friend feel about her parents?" were also rated. Table 14 indicates the number of responses in each of the three categories.

Table 13. Ratings on the degree of affection expressed toward parents.

Group	Rating		
	3	2	1
Best friends	21	27	11
Non-best friends	53	51	14
Total	74	78	25

Table 14. Ratings on the degree of affection subject perceives friend as feeling for parents.

Group	Rating		
	3	2	1
Best friends	18	31	2
Non-best friends	32	53	18
Total	50	89	20

Comparison of Pairs of Best Friends and Pairs of Non-Best Friends

Multiple-choice Questions

The responses of the pairs of best friends and pairs of non-best friends were compared for agreement on the thirty-two multiple-choice questions on the questionnaire. Tables 15, 16, and 17 indicate the number of pairs of each group that were in exact agreement, close agreement, or no agreement on each question.

The number of pairs in close agreement or no agreement were combined and compared with the number in exact agreement to determine if any significant differences existed between the pairs of best friends and pairs of non-best friends in the similarity of their responses. Tables 15, 16, and 17 contain the analysis in which the value of chi-square at .05 significance level is 3.84 and at .01 significance level, 6.63. The difference on Questions 4, 12, 19, and 29 was significant; the difference on Questions 11 and 26 was highly significant. Differences on Questions 7, 13, and 32 were slightly significant.

Open-ended Questions

After the responses were rated (see p. 41) the ratings of the thirty pairs of best friends and sixty pairs of non-best friends were compared. Table 18 shows the number of each group that agreed exactly on how they felt about their parents, the number that closely agreed (answers within one rating of each other), and did not agree (answers two ratings apart, e.g. 1 and 3). Fifty-three per cent (16) of the best friends were in exact agreement; 28 per cent (17) of the non-best friends were in exact agreement. Fifty-six per cent (31) of the pairs of non-best friends expressed close agreement and 16 per cent (7) expressed no agreement.

Table 15. Comparison of the pairs of best friends and pairs of non-best friends in agreement on multiple-choice questions 1 through 10 with chi-square value.^a

Question number	Exact agreement	Close agreement	No agreement	Chi-square value
1	22 (38)	8 (21)	0 (0)	.72
2	17 (33)	10 (24)	1 (1)	.11
3	23 (44)	6 (14)	1 (1)	.04
4	17 (46)	11 (11)	0 (0)	3.91 *
5	18 (29)	12 (29)	0 (0)	.79
6	14 (28)	13 (29)	1 (1)	.02
7	15 (19)	14 (35)	1 (6)	2.86 †
8	13 (19)	13 (33)	2 (7)	1.65
9	16 (43)	10 (13)	0 (1)	1.67
10	17 (26)	9 (25)	2 (5)	1.53

^a The number of pairs of best friends is shown without parenthesis. The number of pairs of non-best friends is enclosed in parenthesis.

* Significant at .05 level

† Significant at .10 level

Table 16. Comparison of the pairs of best friends and pairs of non-best friends in agreement on multiple-choice questions 11 through 21 with chi-square values.^a

Question number	Exact agreement	Close agreement	No agreement	Chi-square values
11	20 (20)	9 (35)	1 (5)	9.00 **
12	15 (14)	10 (30)	3 (8)	5.59 *
13	13 (15)	15 (34)	2 (10)	2.96 †
14	13 (22)	12 (30)	5 (6)	.37
15	16 (26)	13 (26)	0 (7)	.96
16	10 (22)	18 (22)	2 (3)	1.37
17	12 (25)	16 (28)	1 (6)	.01
18	16 (34)	13 (33)	1 (1)	.23
19	17 (20)	11 (31)	0 (5)	4.73 *
20	17 (26)	11 (25)	2 (9)	1.43
21	14 (22)	13 (34)	3 (4)	.83

^a The number of pairs of best friends is shown without parenthesis.
The number of pairs of non-best friends is enclosed in parenthesis.

** Significant at .01 level

* Significant at .05 level

† Significant at .10 level

Table 17. Comparison of the pairs of best friends and pairs of non-best friends in agreement on multiple-choice questions 22 through 32 with chi-square value.^a

Question number	Exact agreement	Close agreement	No agreement	Chi-square value
22	13 (19)	14 (25)	3 (6)	.20
23	16 (29)	14 (28)	0 (3)	.20
24	21 (36)	6 (14)	1 (0)	.08
25	13 (28)	15 (24)	1 (8)	.03
26	18 (17)	9 (35)	3 (8)	8.44 **
27	11 (23)	13 (30)	5 (7)	.00
28	15 (27)	13 (29)	1 (3)	.28
29	20 (26)	10 (32)	0 (2)	4.36 *
30	13 (29)	13 (23)	2 (5)	.15
31	11 (18)	15 (32)	4 (9)	.34
32	15 (18)	12 (35)	3 (7)	3.45

^a The number of pairs of best friends is shown without parenthesis. The number of pairs of non-best friends is enclosed in parenthesis.

** Significant at .01 level

* Significant at .05 level

† Significant at .10 level

Table 18. Degree of agreement on feelings for parents of pairs of best friends and pairs of non-best friends.

Agreement	Best friend pairs	Non-best friend pairs
Exact agreement	16	17
Close agreement	11	31
No agreement	2	7
Total	29	55

The responses to Question 4, concerned with how the best friend felt about her parents, were rated (see page 41) and compared for agreement between the pairs of best friends and pairs of non-best friends. Seventeen of the sixty respondents of the pairs of non-best friends and five of the thirty respondents of the pairs of best-friends did not answer this question or said they did not know how their best friend felt about her parents. Sixty-four per cent (16) of the best friend pairs agreed on their answer; 44 per cent (19) of the non-best friend pairs were in exact agreement. Thirty-six per cent (9) of the best friend pairs were in close agreement and 56 per cent (24) of the non-best friend pairs were in close agreement (Table 19).

Table 19. Degree of agreement of responses to "How does your best friend feel about her parents?"

Agreement	Best friends	Non-best friends
Exact agreement	16	19
Close agreement	9	24
No agreement	0	0
Total	25	43

Evaluation of the Hypotheses

Hypothesis 1

Hypothesis 1 stated that the degree of satisfaction with parents is more similar for best friends than for non-best friends. On one of the ten questions related to the hypothesis there was a significant difference between the amount of agreement of pairs of best friends and pairs of non-best friends or random pairs. The two groups of pairs differed significantly on Question 4, in which the respondents rated the father on work performance. The non-best friend pairs were in agreement more often than the best friend pairs. On seven of the questions the best friend pairs agreed more often than the non-best friend pairs but the difference was not significant. The difference on Question 7 reached the .10 level of confidence with best friends being more similar.

Only one of the ten comparisons of the responses of best friends and non-best friends supported the hypothesis that best friends are more similar in their degree of satisfaction with their parents. This was Question 7 where the best friend pairs were slightly more similar than non-best friends. The statistical analysis of Question 4, significant at the .05 level of confidence, pointed in a direction opposite from the hypothesis suggesting non-best friends to be more similar in regard to their perception of the father's work performance. Due to the limited number of significant comparisons and the conflicting nature of these data Hypothesis 1 could not be fully accepted but was viewed as provocative.

Hypothesis 2

Hypothesis 2 stated that the degree of perceived acceptance by parents

is more similar for best friends than for non-best friends. On two of the eleven questions related to the hypothesis the difference in similarity of best-friend pairs and non-best-friend pairs was significant at the .05 level. The best-friend pairs were more in agreement on their parent's satisfaction with their relationship with their siblings and their church attendance.

On Question 11, which was concerned with the parent's satisfaction with the adolescent's physical appearance, the best-friend pairs were more similar than the non-best-friend pairs and the difference was significant at the .01 level. On Question 13 there was a tendency for the best-friend pairs to be more similar.

Four of the eleven comparisons of the responses of best friends and non-best friends supported the hypothesis that best friends are more similar than non-best friends in their degree of perceived acceptance by their parents. The remaining seven comparisons did not support the hypothesis. With over one-half of the comparisons not giving support to the hypothesis it was not accepted completely. However, the four significant differences indicating best friends are more similar in at least some aspects of their perceived acceptance by their parents suggests that this may be one of the factors in adolescent friendships.

Hypothesis 3

Hypothesis 3 stated that the degree of satisfaction with the parent-adolescent relationship is more similar for best friends than for non-best friends. There was a significant difference at the .01 level in the number of best-friend pairs agreeing and non-best-friend pairs agreeing on

Question 26. The best-friend pairs were more similar in their satisfaction with the amount and kind of clothes the parents provided.

The best friend pairs were significantly more similar at the .05 level in their responses to Question 29. The best friend pairs were more similar in their satisfaction with the parent's interference in what they wanted to do. The comparison of the agreement on Question 32, which was concerned with the parent's understanding of the adolescent, approached significance with the best friend pairs slightly more similar.

The statistical comparisons of the eleven questions related to Hypothesis 3 did not give sufficient evidence for complete acceptance of the hypothesis that best friends are more similar than non-best friends in their satisfaction with their parent-adolescent relationship. Three of the eleven comparisons supported the hypothesis; eight of the comparisons did not support the hypothesis. The fact that three of the comparisons did indicate that best friends were more similar than non-best friends suggests the value of further research on this topic.

None of the three hypothesis of the study were given full acceptance. There was little evidence for support of Hypothesis 1 with more support for Hypothesis 2 and Hypothesis 3. The conclusion was made that the general assumption, that best friends are more similar than non-best friends in regard to their total parent-adolescent relationship, was not strongly supported. There was evidence of some aspects of the parent-adolescent relationship serving a significant function in the friendship choices. Further study of the activities associated with the significant comparisons was indicated.

CHAPTER V

LIMITATIONS OF THE STUDY

The following limitations were present in the study:

1. The questionnaire used to determine the adolescents' attitudes may have omitted some of the important facets of parent-child relationships. In order to limit the size of the questionnaire a sampling of the items suggested by the literature was included. It was not possible to cover the universe of parent-adolescent relations and questions were selected which seemed most related to the topic of this study.
2. The choice of a best friend was limited to other students at Junction City Junior High School. This may have resulted in the subject listing a person as a best friend whom she did not actually consider as her best friend. In Jenkins' (1931) study of junior high school students, 46 per cent of the adolescents met their best friend outside of the school.
3. Falsification on the questionnaire, whether intentionally or unconsciously motivated, could have been done by the adolescent girls, for a number of reasons. Johnson (1959) stated that most adolescents feel guilty about their seeming rejection of their parents and about their occasional feeling that they hate their parents. Kagan *et al.* (1961) found elementary school children were reluctant to assign "bad" characteristics to either of their parents.
4. The use of the interview or other more subjective methods of assessment could have resulted in a more complete and meaningful understanding of the parent-child relationship and how it related to the

friendship choice. The answers to the open-ended questions appeared to be less stereotyped and gave insight into the feelings of the individual responding to the question. The desire for quantification and the need to study a larger number of subjects resulted in the use of the questionnaire method for the study.

5. One limitation of the study is its treatment of only one aspect of the adolescent's life. The adolescent's relationship with his parents is only one part of his total life experience. The nature of the relationship and its importance as a factor in friendship choice is affected by his other experiences, especially his experiences with other people.

6. Further conclusions could have been drawn if the subject had indicated if the parental figures he referred to in answering the questionnaire was a step-parent, grandparent, or guardian.

CHAPTER VI

SUMMARY

1. Almost all of the adolescents chose a girl of their age and grade level as a best friend.

2. In evaluating their parents the adolescents responded positively on eight of the ten questions. In general, they described their mother as a good mother, good wife, good at homemaking, and approved of the way she acted and dressed in public. In describing the father, over one-half indicated their father was a good father, husband, worker and approved of the way he acted and dressed in public. Only one-third described their father as an ideal man and a similar percentage indicated they would like to grow up to be like their mother.

3. More negative attitudes were expressed toward the fathers than toward the mothers on both the multiple-choice and open-ended questions. In responses to the open-ended questions several of the adolescents in this study indicated they preferred their mother to their father, e.g. "I love my mother. I don't love my father too much."

4. The adolescents perceived their parents as being satisfied with their daughter's physical appearance and cleanliness, the way they spent their free time, the boys they "liked", their grades, and the amount of help they gave their parents at home. They indicated their parents were more often pleased by their church attendance and their behavior at home and at school than by any other aspects of their behavior. The daughter's relationships with siblings and care of room and clothes appeared to cause

the most displeasure on the part of the parents.

5. The adolescents themselves expressed more satisfaction with the punishment and discipline and the rules and regulations than any other aspects of their relationship with their parents. Most were satisfied with the degree of strictness or permissiveness of their parents. The adolescents were generally dissatisfied with the amount of time their parents spent with them doing the things that they enjoy. The allowance given was only satisfactory or unsatisfactory to two-thirds of the adolescents. The adolescents indicated that they would like for their parents to be more understanding and to agree with them on their social life more of the time.

6. In response to the open-ended questions the adolescents indicated that a best friend is someone to share secrets with, talk to, trust in, have fun with, or get help from. The parents of friends were perceived by the adolescents as being similar to their own parents in personal qualities, interests and activities, and in the rules and regulations they made. The parents of friends were seen as different in their degree of strictness or permissiveness with their daughter. Approximately the same percentage expressed warm, unqualified affection for their parents as expressed little or qualified affection for their parents on the open-ended question, "How do you feel about your parents?"

7. The pairs of best friends and pairs of non-best friends were compared to determine if best friends were more similar than non-best friends in their perception of their parent-adolescent relationship. On the open-ended questions the pairs of best friends were more similar in their responses than the pairs of non-best friends.

On the multiple-choice questions the pairs of best friends were significantly more similar in the way they perceived their parent's satisfaction with their physical appearance and cleanliness, the way they got along with their brothers and sisters, and their church attendance. The best friends were significantly more similar in their satisfaction with the amount and kind of clothes their parents bought for them and the amount their parents interfered with what they wanted to do. The pairs of non-best friends were significantly more similar in the way they perceived their father's performance at his work.

CHAPTER VII

CONCLUSIONS AND RECOMMENDATIONS

True happiness consists not in the multitude of friends but in the worth and choice.

Ben Jonson

The choosing of a friend is not a rational process. For the adolescent girl it is an important choice but one made without the conscious thought that she may put into buying a dress for the school prom or choosing the curriculum to enroll in for the fall term. Supposedly by chance, two girls come together and form a companionship which serves to help shape each of them into the young women they are in the process of becoming. Friends provide for each other the understanding ear and sympathetic heart that only the young can provide for the young, the gay companion with whom to share the excitement and thrill of adventure and social "firsts", and the trusted better-than-a-sister to stand firm with you as you strive for independence from your parents or face rejection from the crowd. As one of the adolescent girls in the study stated

A best friend is someone to confide in more than your parents...a person to share good times with. To have a best friend is like having a sister your own age.

The data compiled for the study of friendship choices was of two types: a comparison of the degree of similarity of best friend pairs and non-best friend pairs in their perception of their parents and a description of the adolescent girls' perception of their parent-child relationship.

The main purpose was to determine if the adolescent girl's relationship with her parents was one of the factors affecting her choice of a friend. Did a good or bad relationship with the parents serve as one of the subtle aspects of the adolescent's life which would draw two girls together and serve to cement their friendship into something more than a casual acquaintanceship. The statistical analysis of the data on nine of the selected aspects of the parent-adolescent relationship supported the hypotheses. Although the best friend pairs were not significantly more similar than random pairs on the remaining twenty-three aspects, some of the findings do suggest questions for further study.

A comparison of the answers to the open-ended questions and multiple-choice questions suggested that through interviews or other subjective methods adolescents would give more valid answers to questions about their parents and their relationships with them. The responses to the multiple-choice questions, which were more positive than expected, were often contradicted by criticism or rejection of the parents on the open-ended questions. Johnson (1962) found junior high school students reluctant to make unfavorable comments about their parents on a questionnaire.

Another indication that the adolescents may have masked their true feelings about their parents is the responses to the question asking if the adolescent would like to grow up to be like her mother. Although the majority described their mother as a good mother, good wife, good homemaker, and approved of the way she dressed and acted in public, only a small percentage wanted to grow up to be like their mother. It seems unlikely that the girls would not want to be like their mother if she were the person they indicated she was. The same conclusion could be made after

study of the data relating to the fathers. Although most girls made very favorable evaluations of their father, less than a third thought of him as an ideal man.

Further research should attempt to determine to whom adolescent girls look to as an adult model if they do not want to grow up to be like their mother and why the mother is not considered to possess the qualities the adolescent admires and respects in adults. Perhaps the adolescent does not see either his mother or his father as an adult model because he does not really know either of them as persons. The parents concerned with being "good parents" may attempt to fit themselves into a role and do not allow themselves to exist as individuals. Consequently, both are seen by the adolescent as "the parent" who represents financial support or authority. Many of the girls in the study described their parents as someone "who gives me everything I want" or "who allows me to do what I want to do". The love, if any, which develops when the parent and child relate to each other in this way does not include within its dimensions the respect or admiration necessary for identification.

If the adolescents are as accepting of their parents as the girls in the study indicated a false picture of the adolescent's attitudes toward his parents presently exists in the minds of parents and others concerned with family life. Hurlock (1955) noted that the members of the immediate family and other relatives are often the subject of open criticism from the adolescent. If the warmth of feeling and positive acceptance were communicated directly to the parents or indirectly to all parents, parent-adolescent relationships could develop within a climate of feeling in which the parents did not feel anxious or threatened and thus defensive. Perhaps the

assertion of independence which is considered a necessary if troublesome part of growing up has been misunderstood as rejection of the parents rather than as rejection of that within himself which the adolescent considers the child.

While the findings concerned with the adolescent's evaluation of his parents were somewhat more positive than expected, it was not surprising to find that the adolescent's parents were not often perceived as pleased with the way he was getting along with his brothers and sisters. Relationships with siblings are considered as most strained during this period with teasing, quarreling, and open disdain common. It is during this period also that parents often express dissatisfaction with their son's or daughter's care of his room and clothing. Almost one-third of the adolescents said their parents were mostly displeased with this aspect of their behavior.

It would be interesting to determine if boys' parents are pleased with the same aspects of their adolescent's behavior as girls' parents. The areas in which the most satisfaction and approval were expressed seem to be areas in which the female excels. For example, the pre-adolescent girl is beginning to pay a great deal of attention to her physical appearance and cleanliness and it would be expected that her parents would be satisfied. Girls are usually not involved in serious behavior problems at school and their parents would probably be less concerned about this than boys' parents who are more often called in by school officials. Most church school classes during this period are predominantly girls and it is probable that parents would be more satisfied with their daughter's church attendance than their son's. Girls are known to make better grades than boys through the school years and in this area may come closer to meeting their parent's expectations.

Parents may consider their children to be dissatisfied with the rules and regulations they make and their degree of strictness, particularly the young adolescent who is continually seeking more freedom. The adolescent may complain loudly about not being able to do what he wants to do or, as one of the girls in the study complained, about "being treated as a baby". However, two-thirds of the adolescents in the study expressed satisfaction or approval of their parent's strictness.

There may be another basis for the verbal protests that are made in this area and others. How much of the dissatisfaction which is expressed in order to comply with the expected adolescent standard-rejection of the parents? This standard is being promoted and suggested by the popular as well as periodical literature. Bealer, et al. (1964) stated that the "myth of the rebellious youth sub-culture" has a detrimental effect upon youth-adult relationships. When the cost of nonconformity is high, the adolescent may determine his behavior by what his peers expect of him and this may be determined by what the adults expect of adolescents. In truth, adolescents may want their parents to set rules and regulations. As one young girl said, "My parents are strict like really good parents should be."

How many adolescents have said to their parents, "You don't spend enough time with me doing things I like to do?" Probably few, but over 40 per cent of the adolescent girls in the study indicated that their parents did not spend enough time with them doing things that they enjoy doing. In describing their feelings about their parents several said their parents did not have time for them. A more positive viewpoint was expressed simply and warmly by an eighth grade girl who wrote, "My parents and I have fun together." Seldom is the adolescent asked to join in activities with adults

and even less often is he allowed to choose the activity that he would enjoy doing with his parents. Parents should not only allow time for fun with their children, but allow the adolescent to choose what he would like to do.

Apparently there are sharp fluctuations in the adolescent's feelings for his parents. Many of the adolescents expressed that some days they love their parents very much and other days dislike them.

They are okay at times. But other times they are MEAN.

They are real cool. Sometimes they're all right but then other times they aren't.

I feel they are the best you could have. Sometimes I feel differently but most of the time I feel they're the best!

I love them at times but when they punish sometimes I hate them, well, not really, but I know it is for my own good!!!

These statements as well as others suggested that the inconsistency may be in the parent's behavior as well as in the adolescent's reactions to the parents. For the adolescent who needs a stable base from which to operate in at least one relationship, inconsistency on the part of his parents may be very upsetting. In some instances, as in the fourth quotation, love is felt only when the conditions are favorable. The young adolescent may be a "fair-weather" child.

Even though the pairs of best friends were found to be significantly more similar on only a few aspects of the parent-adolescent relationship, further study into the effect of this factor on friendship choice should not be discouraged. On the open-ended questions describing their feelings for their parents, the pairs of best friends were more similar than the non-best friend pairs. If, as was suggested earlier in the discussion, the

adolescents were more honest on these questions these results may represent a more valid finding than the comparison on the more structured questions. By conducting comprehensive interviews with pairs of best friends and non-best friends and comparing the similarity which existed between each group of pairs more support of the hypotheses might be found.

If the parent-adolescent relationship is a factor in friendship choice there would need to be disclosure between the two adolescents who are friends on what their feelings are about their parents. Only when two-way communication and feedback existed would the adolescent be able to perceive the other adolescent as like himself and thus able to provide support and understanding on the basis of common experience. If interaction is the important factor in a friendship choice as Reader and English (1947) suggested, the effect of parent-adolescent relationships should be studied in connection with the interaction between two friends.

In studying these aspects of the parent-adolescent relationship on which the best friends were significantly more similar than the non-best friends it seems that these are the aspects which adolescent girls do talk about most. It is not uncommon to hear adolescent girls discussing the clothing they do or do not have, what their parents will allow them to do or not do, and whether or not their parents understand them. Adolescents often compare their feelings about brothers and sisters, particularly those younger than themselves, and their mother and father's disapproval or approval of their latest hair style, shortened skirts, knee socks, etc.

If the assumption is made that friends are more similar on the factors that are talked about most by adolescents, then it must also be assumed that friends would be less similar on the factors that are talked about least

by adolescents. Although there is no evidence that the girls in the study discussed the factors which did not indicate best friends significantly more similar, it is probable that adolescents as a whole talk less about their parents as persons and their parent's satisfaction with their behavior within the home environment than they do about other topics. Most of the chi-square values indicating little or no similarity between friends were derived from comparisons of questions concerned with these two areas.

If it were possible to determine what two best friends talk about in relation to their parents, it would be worthwhile to find out if they were similar in their feelings about the aspects of their relationship with their parents which they consider important enough to talk about to each other.

Further study could attempt to learn whether the similarity which did exist between friends in perceived parent-child relationships has developed as a result of association which may have changed the attitudes of the friends, or whether the formation of the friendship grew out of a recognition of a similarity in existence before the friendship developed. Smith (1944) stated that friendship is obviously based on friendly interaction, but it seems just as obvious that the friendly interaction may gradually shape attitudes and characteristics. If an adolescent's relationship with his parents is affected by his friendships, such investigation is of importance to the adolescent, his parents, and those interested in the processes and consequences of human interaction.

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APPENDIX

QUESTIONNAIRE

Page 1

1. Name: _____
2. Age: _____
3. Grade: _____
4. How long have you lived at Junction City? _____ years _____ months
5. How long have you attended Junction City Junior High School? Check one.
- _____ this school year and all of last year
- _____ part of last school year and all of this school year
- _____ all of this school year only
- _____ part of this school year only

DIRECTIONS

CIRCLE THE NUMBER ABOVE THE ANSWER YOU CHOOSE. If you do not have any brothers and sisters do not answer questions number 12 or 24.

Part I

1. I would describe my mother as
- | | | |
|---------------|---------------|---------------|
| 1 | 2 | 3 |
| a good mother | a fair mother | a poor mother |
2. I would describe my father as
- | | | |
|---------------|---------------|---------------|
| 1 | 2 | 3 |
| a good father | a fair father | a poor father |
3. As a homemaker my mother is
- | | | |
|------|------|------|
| 1 | 2 | 3 |
| poor | fair | good |
4. In his work my father is
- | | | |
|------|------|------|
| 1 | 2 | 3 |
| poor | fair | good |

5. The way my mother dresses and acts in public is

1	2	3
good	fair	poor

6. The way my father dresses and acts in public is

1	2	3
good	fair	poor

7. When I am an adult I would like to be

1	2	3
like my mother	somewhat like my mother	unlike my mother

8. When I think of an ideal man I think of someone

1	2	3
like my father	somewhat like my father	unlike my father

9. I think my mother is

1	2	3
a poor wife	a fair wife	a good wife

10. I think my father is

1	2	3
a poor husband	a fair husband	a good husband

Part 2

11. How satisfied are your parents with your physical appearance (how you look) and your cleanliness?

1	2	3
mostly pleased	satisfied	mostly displeased

12. How satisfied are your parents with the way you get along with your brothers and sisters?

1	2	3
mostly pleased	satisfied	mostly displeased

13. How satisfied are your parents with the way you spend money?

1	2	3
mostly pleased	satisfied	mostly displeased

14. How satisfied are your parents with the way you take care of your room and clothes?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
15. How satisfied are your parents with the way you follow the rules they make for you to follow?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
16. How satisfied are your parents with the way you spend your free time?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
17. How satisfied are your parents with the boys you "like"?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
18. How satisfied are your parents with the way you behave at home and school?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
19. How satisfied are your parents with your church attendance?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
20. How satisfied are your parents with your grades?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
21. How satisfied are your parents with the amount of help you give them at home?
- | | | |
|----------------|-----------|-------------------|
| 1 | 2 | 3 |
| mostly pleased | satisfied | mostly displeased |
- Part 3
22. The punishment and discipline my parents give me is fair
- | | | |
|------------------|------------------|--------------|
| 1 | 2 | 3 |
| most of the time | some of the time | almost never |

Part IV

1. My best girl friend at Junction City Junior High is _____.
2. My other best friends are: _____
3. What is a "best friend"?
4. How does your best friend feel about her parents?
5. In what ways are your parents like your best friend's parents?
How are they different?
6. How do you feel about your parents?

BEST FRIENDS' AND NON-BEST FRIENDS'
PERCEPTIONS OF THEIR PARENTS

by

BEVERLY TOWNS SCHMALZRIED

B. S., Fort Hays Kansas State College, 1962

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The objective of the study was to determine if the friendship choices of adolescent girls were affected by their relationships with their parents. The parent-adolescent relationship was divided into three areas: the adolescent's perceptions of his parents, the adolescent's satisfaction with the parent-adolescent relationship, and the adolescent's perception of his parent's satisfaction with his behavior.

Questionnaires completed by thirty pairs of best friends and sixty pairs of non-best friends were compared to determine if best friends were significantly more similar. The girls comprising the ninety pairs were junior high school girls in a small midwestern city. The best friend pairs were found to be more similar in their perception of their parent's satisfaction with their physical appearance and cleanliness, the way they got along with their brothers and sisters, and their church attendance. They were also more similar in their satisfaction with the amount and kind of clothes their parents bought for them and the extent to which their parents interfered with what they wanted to do.

In response to the questionnaire the adolescents gave very favorable evaluations of their parents. There was more criticism of the fathers than of the mothers. One exception to the favorable evaluations was the rejection of the mother as an adult whom they would like to grow up to be like. The adolescents perceived their parents as being pleased with their church attendance and with their behavior at home and at school and satisfied with their physical appearance and cleanliness, the way they spent their free time, the boys they "liked", their grades, and the amount of help they gave their parents at home. Relationships with siblings and the care of the

adolescent's room and clothing appeared to cause the most displeasure on the part of the parents.

In response to a series of open-ended questions the adolescents indicated that a best friend is someone to share secrets with, talk to, trust in, have fun with, or get help from. The parents of friends were said to be similar in personal qualities, interests and activities, and in the rules and regulations they made. The parents of friends were perceived by the adolescents as different in their degree of strictness or permissiveness with their daughter. Approximately the same percentage expressed warm unqualified affection for their parents as expressed little or qualified affection for their parents on the question, "How do you feel about your parents?"

Although the best friends were not found to be significantly more similar in many of the aspects of their parent-adolescent relationship, the study does suggest the value of further study of the importance of this factor in friendship selection.