The Influence of Reference Groups in the Learning Situation.

A Thesis submitted by

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Summary of Thesis

The aim of this research was to investigate the influence of reference groups in the learning situation within a college of further education.

The student sample population was divided into three groups. These were level of course work groups, type of college attendance groups, and groups categorised by the degree of parental acceptance.

It was found that there were usually significant differences in both reference groups and attitudes to the learning situation of the high, medium and low level of course work groups, of the full time, block and day release course groups and of the groups categorised by the degree of parental acceptance as high medium and low.

The most important reference group for the total population sample were found to be parents and peers. The other reference groups for each group category varied in importance. For example groups classified as low by level of course work, tended to have as their reference groups glamour figures.

Reference groups were found to have a bearing on such factors associated with the learning situation as role conflict as well as some forms of psychological conflict.

It was found that the way in which the parents reacted to the individual was a very significant factor in determining attitudes to the learning situation and the nature of identification with a reference group within the college institution.

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Curriculum vitae

Ronald Stephen Phillips is a 37 year old lecturer at a College of Further Education. He left grammar school at 15 years of age to work in a South Wales colliery. He left the colliery at 18 years of age and from this date (apart from National Service) was employed as a sales representative. During this period he studied for 'O' and 'A' levels. At 28 he decided to enter a College of Education, and on completion of the course read sociology for a London External Degree, which was awarded in 1968. In the College of Further Education Mr. Phillips was intrigued by the different attitudes of the various groups with which he came into contact, to a wide variety of subjects. His interest increased and he concluded that perhaps if he could establish which people mattered to students he would be able to offer an explanation for the different attitudes of the college groups to various subjects.

This thesis is the result of his enquiry into the reference groups of some of the college students.

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Chapter I

Statement of the Problem

The aim of this thesis was to investigate the influence of reference groups in the learning situation. The focal point of the investigation was the hypothesis that experiences derived from the parent reference group influenced the individual's behaviour and partly determined his attitudes to social institutions, and such an institution is a college of further education.

The concept of reference group was used in this research to examine some of the attitudes and values of a student sample population in a college of further education.

The reference groups of the student sample can be those of parents or coevals or any of the groups with whom the student is in contact at the college. On the other hand the student's reference group may be one with which he has no real contact, for example, film stars. One of the essential questions which this investigation attempted to answer was "Who matters to members of a student community?"

The discussion of this thesis centres on the nature of reference groups for a student sample in a particular college of further education. The questions which are raised by this discussion are often those which are voiced by others in society, such as the following :

1. How true is it that contemporary youth rejects the values of the older generation in favour of those of their peers?

2. Is the student society against the values of the educational institutions?

3. Are teachers considered by those they teach as good models of behaviour?

4. Do adolescents become involved with the media values?

Such questions were partly the object of this investigation and were answered to a greater or lesser extent.

The design of the research experiment was to find out not only which individuals matter to a student population, but to find out if reference groups differ between various group categories within the sample population. Three group categories, each of which contains three sub-group categories were used as units of comparison. The group categories were those of high medium and low level of work groups, full time, block and day release groups, and high, medium and low acceptance by parents groups. The attitudes of the three sub-group categories to various objects were compared with each other in order to examine three main theories on the relationship between reference groups and the learning situation.

The three theories were that :

a) Similar experiences in the parent reference group resulted in similar attitudes to aspects of the learning situation.

b) Groups with similar levels of work shared common experiences and have similar attitudes to the learning situation.

c) The nature of college attendance influences attitudes within it.

The theories give the three group classifications which are used in this research : (a) groups categorised by similar parent reference group experiences. (b) groups categorised by the type of college attendance. (c) groups categorised by course level of work,

Depending on the matter under investigation the student belongs to one or all groups.

The college of further education which was studied was made up of groups of individuals who were potential reference groups for the student. Such groups were the adolescent group of students themselves, the course group members, and the College lecturers. To discover the nature of the college reference groups, if indeed any of the college groups were reference groups, was one of the purposes of this paper.

This data provides findings which are used to verify and construct theory on the relationship between reference groups and the learning situation. Such data provided information on the characteristics of the categorised groups within the student sample population from the viewpoint of their attitudes and experiences within the learning situation of the college of further education.

Chapter 2

Review of Pertinent Literature

Definition of reference group.

A search of the literature did not reveal a definition which will cover every sense in which the term reference group had been used. The term appears to have been first used by Hyman (1942) who used it in a fairly restricted sense, as those groups with which an individual compares himself for the purpose of self evaluation. Kelly (1952) produced the most significant modification to the term, in that he made a distinction between the reference group of which the individual is a member, and the reference group of which the individual is not a member. The distinction states Kelvin (1970 p.26) is important, because in the latter sense the individual conforms to a group's values and norms, and yet members of this group cannot apply any sanctions to ensure conformity in the way that members of the group to which an individual does belong can.

A definition of reference group is given by Kretch, Crutchfield and Ballarchey (1962) as, "Any group with which an individual identifies himself such that he tends to use the group as a standard for self evaluation and as a source of his personal values and goals. The reference group of the individual may include both membership groups and groups to which he aspires to belong." (p.102) This definition emphasizes the self evaluation and membership feature of reference group identification.

Kelvin (1970 p.127) sees reference groups as stereotypes of which the individual would like to be an example, providing him with a model for behaviour, and giving him a sense of identity in the sense that the self becomes an object for praise or criticism.

From the previous statements, it would suggest that the process of identification with reference groups is of a psychological nature, and is a factor in the formation of an individual's ego. Sherif and Sherif (1964) state that the concept has been useful for, " ..... distinguishing the individual's psycho relatedness to groups, on the one hand, and the other groups in which he moves and acts in daily life." (p.180). The authors see reference groups as those groups in which the individual wants to be wanted as an individual, which include individuals whose opinions are important to him, and whose goals and standards are his. They also state that, "Once formed INFORMALLY organised groups with their bounded demarcation role pattern defining mutual expectations and internally binding code cherished by members, become the source of the sense of belongingness, of amounting to something, the sense of mutual obligation and support. Henceforth, the approval or disapproval, blame or praise, the bounds of propriety and inpropriety which are to be heeded, are intimately tied to the extent of the importance of the group in the scheme of the individual's life at the given time. In conceptual terms, the attitudes (stands) the individual upholds and cherishes the rules he considers binding for regulating his behaviour. The quotation illustrates the relationship of the individual to his reference group with respect to the way that such groups have the power to enforce attitudes, values and norms on the individual.

Sherif and Sherif (1964) see reference groups as, " .... the group with which the individual identifies or aspires to belong." (p.55), and the brief definition is the one which is considered to be applicable to this thesis.

Behaviour can be seen as something, to these authors' minds, which consists of appraisal of other people, and that, "Those who

originally made the appraisal may be dead. They may be people whom our individual has not seen, but with whom he strongly desires to belong." (1954 p.5).

A summary of what has been stated so far is that on individual's behaviour can be looked at from the perspective of the groups to which he feels he belongs or aspires to belong. Studies of human behaviour have been made from this perspective without actually using the term "reference group". Goldthorpe, Lockwood, Bechhofer and Platt (1968), for example, examined the concept of embourgeoisement which was stated in their introduction as, ".... the thesis that as manual workers achieve high incomes and living standards, they assume a way of life which is characteristically "middle class", and become in fact progressively assimilated into middle class society." (p.1). In their study, the reference group of the affluent working class was examined to find out if it was the middle class one.

There are many classes of reference groups. Kelvin (1970 p.132) states there are groups to which the individual actually belongs, and whose members he knows; there are the "reference persons" which are those he knows and who may provide him with a model for his behaviour; there are also reference persons that the individual "knows about" and the examples he gives are political leaders and show business personalities.

The influence of reference group on personality.

Personality can be studied from the standpoint of an individual's reference groups. Secord and Backman (1964) state, "A reference group is a group taken as a frame of reference for self evaluation and attitude formation." (p.212). In this definition of a reference group, the individual can be seen to regard himself

through the eyes of others who will also accept these others as the source of his own attitudes and values. This is basically what has come to be known as the theory of the looking glass self. It can be exemplified by stating that the successful man sees himself as a success because he succeeds in the goals of his reference groups, and this reinforces his success. From childhood onwards, states Argyle (1967 p.121), the individual becomes aware of how others see him, and the awareness becomes part of the ego identity. "If parents tell a child he is clever, or treat him as if he is untrustworthy, these attributes may become part of the ego-identity." (p.121). In the Freudian theory of personality formation, reference groups can be seen as a segment, so to speak, of the ego and super ego. Simply stated in Freudian terms, the ego can be seen as that which mediates between the desires of the id, and the imposition of the super-ego. It can be hypothesized that the 'balance' of the id and super-ego is achieved in ways which are socially conditioned. The immediacy of pleasure gratification versus the imposition of learning can be resolved, for example, with an attitude of, "Well, I think studying is a waste of time, and people in the groups I belong to think so too." If such a group is an individual's reference group then his adjustment to the problem has been resolved in a socially accepted way.

The work of Redl and Wineman (1951 pp. 74 - 100), on the characteristics of the adequate and inadequate ego, provide what can be considered as ego responses to situations which are conditioned by membership of various groups in that the adequate ego is seen by the researcher to be more typical of the middle class, the inadequate ego more typical of the working class.

The adequate ego has the ability to:

Substitute another goal for one that is
blocked when faced with frustration;
develop defence mechanisms to cope with
insecurity and anxiety;
resist immediate gratification for the
sake of long term goals;
face guilt and right a wrong;
substitute inner controls when
external supervision is withdrawn;
be slow to respond to group excitement;
not feel persecuted by rules or regulations
express but not lose identity in group
activity.

In contrast the characteristics of the inadequate ego are:

flees or attacks to cope with insecurity;
has temper tantrums in response to frustration;
evades guilt feelings;
falls into disorganised behaviour when
external controls are withdrawn;
gives in easily to the authority of the
group.

The descriptions which Redl and Wineman (1951) give as the characteristics are the ways in which groups, particularly social class groups, provide as a mode of adaption to the environment.

Support for this statement is given by FARMER, (1970 p.95) who states that the working class has been said to live according to the principle, that is satisfactions are within reach, they should be taken at once, and such behaviour could be categorised as

that resulting from an adequate ego adjusting to a situation, but on the other hand such behaviour may be the result of what has been presented as a model for behaviour.

Sherif and Sherif (1964 p.181), state, that in the Freudian conception of conscience the significant events of psychological development occur in the period of childhood, they hold that in the socialisation process the individual comes to accept the prohibitions and actions of his parents and that his normal behaviour becomes self regulating. Two criticisms are put forward by the authors of the Freudian theory which are that, there is evidence to support the view that psychological development occurs throughout the individual's life and that conscience, or standards of right and wrong, are derived, not only from adult society whose values are examined during the interaction with peers, but from the individual's conception of himself in relation to others who matter to him.

It would appear from the work of Sherif and Sherif (1964) that in the Freudian analysis parents are a reference group, in that they provide a code of behaviour which becomes part of an individuals psychological makeup, but that other groups with which an individual interacts can become his reference groups. They have also been seen as those groups which play a part in the development of an individuals personality.

The family as reference group.

Personality is influenced by reference groups in a number of ways and it is helpful to consider the relationship between personality and reference group from the point of view of the individual in his family group. The family can be considered as the individual's first reference group, but as he becomes older his contact with other people and groups becomes more extensive and the number of reference

groups will also increase. There are some consequences of this occurrance which are discussed in this research, but for the present the individual is looked at in his relationship with his family.

Sherif and Sherif (1964 p.270) comment on the relationship of the individual to his groups which can be applied to the family group. The authors state that, one of the strongest promptings of human beings is to establish relationships with others; this prompting stems from the desire for a stable self picture which is difficult to obtain if the individual has no ties with others, and from the desire for support from others to enable him to live, obtain shelter, clothing and so on.

The evidence of Seigal and Seigal (1957) illustrates the influence of groups on values and attitudes. Three University Houses were seen either as reference groups, or membership groups by student members. All students were originally in the same membership house which was, for its members, a reference group. Some were later moved to other houses, which became for some a new reference grouo. The original house was more authoritarian than the other houses, and this authoritarian attitude could be measured, and considered as one of the original reference group values. It was found that the authoritarian attitude declined as the reference group of the original house was replaced by membership of another house. Those members still retaining the original house as a reference group lost the authoritarian attitude less than those who took the new house as reference group.

Seigal and Seigal (1957) showed that a reference group could determine attitudes. Hoffman (1963) considers that the parent group is able to influence attitudes and personality. He outlines two forms of parent-child identification. One type he thinks can be broadly

labelled defensive identification and occurs in response to threat or punishment. To avoid the punishment which would result from fighting back, parental approval is obtained by taking on the characteristics of the parent. The other type of identification which he states has been broadly labelled anacyltic identification takes place to avoid the loss of love or affection; anxiety is experienced over the possible loss of love, and conflict is avoided and approval obtained by becoming like the parents and incorporating their standards in behaviour patterns. In both cases identification takes place which involves the acceptance of the attitudes and behaviour of the parents. Hoffman (1963) states that Freud makes much the same point in his theory of child development. The young child is subjected to frustrations which contribute to a feeling of hostility directed at his parents, but fear of counter aggression leads to the repression of his hostility and the general acceptance of the parent model.

McKinley (1964 p.91) lists in a table the over-all characteristics of parent-child relationship based on fourteen studies. The studies are of American parent-child relationships, and provide evidence for a generalisation which this researcher makes from his study of the conclusions that the working class parent tended to base childbearing patterns on obedience, and middle class parents based them on the threat of the withdrawal of love.

Henry and Short (1954) consider the relationship of aggression to social forces. A strong system of external restraint which the authors define as "The degree to which behaviour is required to conform to the demands and expectations of others in the external world (p.120) usually resulted in a legitimate aggression against others, and the absence of such a system usually

resulted in hostility directed at the self. It is hypothesised by the researcher that individuals with little status and power (the working class individuals) would be required to conform to the demands of others and such demands can be seen as the external system of the Henry and Short (1954) study. It is further hypothesised that the working class individual would be prone to hitting out at such a system, and that the more status and power possessed by members of the middle classes would be likely to result in their hitting in. The hypothesis can be seen as an explanation for the type of aggression behaviour of individuals, and if the various social class groups make such types of behaviour normative then children of such individuals are likely to regard it as normative for them. Eppel and Eppel (1966 pp. 182 - 211) investigated a group of 250 working class adolescents to see whether they were prone to hit out (extrapunitive) or to hit in (intropunitive) and concluded that for the most part the adolescents in their sample tended to feel some resentment of themselves be adults and had aggresive attitudes towards adults. The authors comment that the period of adolescence involves frustration, dissatisfaction, and a degree of paranoia, and suggest that this might be part of an explanation for the hostile attitude to adults. The study illustrates that aggresive attitudes by individuals to others might well be the result of a feeling that the others have an aggresive attitude to such individuals. If such hostile attitudes are felt of parents by individuals, then to the researcher's mind it would seem likely that such parents would be disliked to say the least.

The influence of the family on the individual can be approached in several ways. One approach is to consider the influence of the family (or parent) values on the child members. Such values can

thought of as being either appropriate or not appropriate to the values of the society to which the individual belongs. Laing (1970) and Laing and Esteron (1970 1964) see the family as a source of individuals' discontent in that it often provides the individual with values which lead to him experiencing self conflict or mental illness. Cleveland and Longaker (1957) examine personality conflict as value conflict the root of which is seen as the family.

Another approach to the relationship of the family and the individual is to examine the similarities of families, and to see if similar families or similar family experiences produce similarities of behaviour and personality. This approach has been used by Ardono, Fhenkef - Brunswick, Levinson and Sandford (1950) in a study of the authoritarian personality. The authoritarian personality was compared with the non-authoritarian one and the family experiences of each was examined. It was found that both types of personality were associated with specific types of family experiences. The authoritarian personality was associated with, for example, harsh family discipline whilst the non-authoritarian personality was not. Hewitt and Jenkins (1946) state that children who differ from each other in expressing different patterns of behaviour will have experienced different patterns of environmental states, and are able to show that parental attitudes of rejection, negligence and repression tend to produce such behaviour as unsocialized aggression, socialized delinquency, and other inhibited behaviour respectively.

McKinley (1964) examined the various degrees of hostility shown by fathers to their children. He states (p.144) that a high degree of work autonomy in the work situation was related to a low degree of hostility shown to the children of an individual in such a work situation; low autonomy in the work situation tended to be

positively related to harsh methods of discipline given by individuals in such a situation to their children. The author also states (p. 158) that the sons of fathers who experience hostile attitudes towards them tended to identify with the milder mother.

The family was considered in this research to be the individual's first reference group, and a very important one which influenced the individual's personality. As Farmer (1970) puts it, "The degree, type and quality of family interaction influence the way in which a child's personality develops." (p. 79).
The perceptions and attitudes of parents states Argyle (1967 p. 121) are adopted by their children. Argyle (1964) sees the individual as one who is reflected in the reactions of others to him, and the process is considered by the author to be one of introjection. If parents threat the individual as untrustworthy, states Argyle (1967), such attitudes may become part of his ego - identity.

Social class as reference group.

The family can be seen as a social class group. Rose (1968) writing on the values of the working class states "Along with physical toughness went a necessary toughness of mind. Stubborness has been a trait often admired in the working class, partly as a substitute for thought where this has been at a discount." (p. 57).

Family experiences are related to social class in that the researcher considers that both are linked to socialisation patterns. Evidence for the assumption is provided by Farmer (1970) who states :

> It is hypothesised that the way the family links with the economy determines child rearing practices, or is an important influence on them with regard to discipline,

> for example, it has been shown that at most middle class levels, and certainly at the high income ones, a mother and father behave with about equal severity or leniency as the case may be towards their children. As the social scale is descended the father becomes progressively more severe than the mother in punishment of children. Some writers have explained this as a function of the father's inadequacy or frustration at his job.
>
> (p. 97)

The quotation clearly states the relationship between occupation and the pattern of socialisation. Farmer (1970 also states "The type of socialisation a child receives, and hence his chances in life, are thus greatly dependent on the type of family into which he is born, and the aspects of the culture which are transmitted to him, and the means by which this is done." (p. 77). The statement suggests that the socialisation process is one which gives the individual many of his values. Douglas (1964) states "Parents who are most interested in their children's education come predominantly from the middle classes, and those who are least interested from the working classes." (p. 83). Evidence that the parents and their children tend to have similar values is given by Fisher (1948) who correlated religious, theoretical, and aesthetic values of college students with those of their parents. The results of such correlations showed that the general values of children resembled those of their parents, and that specific types of attitudes were very close to those of the parents. As the husband and wife were often close in their own values. (The correlation of religious values for example was ·58) it is suggested by the researcher that the high degree of value agreement

would result in such views being presented in a consistent manner to children who would come to accept them.

It would appear from the literature that parents who will be members of one of the social class groups can provide values and an identity for their children, and the social class group can be considered as a reference group, especially if the process of introjection formulated by Argyle (1964) is taken to mean that a social class group defines by its actions towards its members the personalities of such members.

Coevals as reference group.

The parent group is not the only group to which an individual will belong, and other groups are at least potentially reference groups. The adolescent in contemporary society, is seen by the researcher, to be involved by virtue of his adolescent status, with one group which is likely to be a reference group for him namely the adolescent group itself. Commenting on the values of the American high school youth, Sherif and Sherif (1964) state that a striking generalisation can be made which is that " ..... their values and goals earmark them all as youth exposed to the American idealogy of success and wanting the tangible symbols of that success." (p. 109). The statement would seem to imply that the adolescents share common goals provided by the success ethic of the society.

There may be a difference between the values of the adolescent groups and the values of the adult groups. However, Douvan and Adelson (1966) state that "For most adolescents there is, appearances aside, no great dissonance between what parents and friends believe." (p. 81), and that "Parent peer conflicts are less severe and general than they are reported to be." (p. 84).

Much has been written on the changing nature of the society in which the adolescent finds himself, and on the phenomena of youth culture. The basic assumption for many if that youth culture is different from adult culture. Coleman (1961) for instance in a study of youth culture suggested that it was quite distinct from the adult culture; he saw the adult and adolescent group possessing their own life styles within the established social order. Such a viewpoint is often challenged, and a counterview offered which is that the adolescent and adult society are basically similar. Douran and Adelson (1966), for example, stated that parent peer conflicts were less general than they were often thought to be. A third view of the adolescent phenomena is that it is simply a period in which identification with peers takes place and that the adolescent has a common identity with adolescents, as well as the common problem of the transition from child to adult status. This is basically the view of Eisenstadt (1956) who sees the adolescent as one confronted with needs and anxieties which arise from a recognition of adult values and that the adolescent recognises that he has no clearly defined status, and that his group provides him with what Eisenstadt calls collective identification.

In contemporary Britain the adolescent is, generally speaking, fairly affluent. If adolescents spend their money on similar goods the researcher considers that they can be called a status group in the sense that the term is used by Weber, and in this way they can identify with each because of their common tastes and this viewpoint is offered as another explanation of the adolescent phenomena.

Mays (1965 pp. 169 - 171) postulates that there are something like six types of adolescent groups. His typology although in his own words rough and ready does illustrate that there are various social class and subcuntural differences between adolescent groups.

Briefly these groups are :

I aggressive individuals reacting against the environment.

II fairly reasonable individuals concentrating their activities on such practices as gambling and political corruption.

III the "psychologically depressed" elements of society characterised by the "hippies" whose reaction to society is characterised by withdrawal.

IV the angry young men who are usually politically to the left.

V the new men of the affluent society - the rich proletariat.

VI the middle class adolescents who mean to do well at school.

May's (1965) typology has been briefly outlined to illustrate that it is an oversimplification to think of the adolescent society as an homogenous one.

Musgrove (1968 1964) investigated the attitude of adolescent subjects to their coevals and parents. His inquiry into American research on the same subject led him to believe that his adolescent subjects ".... would show a far greater preference than younger children for the society of their coevals; that with advancing years they would make in an attitude test an increasing proportion of favourable and approving references to their coevals, and a declining proposition to adults in general and parents in particular." (p. 87).

He concludes that young adolescents (age 14 - 15), hold adults at a greater social distance than they do their coevals. Attitudes to parents were also investigated by Musgrove, who found that boys aged 15 in his sample, did not make as many favourable comments their fathers as they did at age 14. At 15, 86·8 percent of the girls in his sample gave favourable statements of their mothers; at 14 the

girls gave the least favourable statements to their mothers.

Musgrove (1968 1964) is able to conclude that young adults showed more favourable attitudes to adults, than adults were disposed to show to them.

It would appear from the literature that there is no clear analysis on the relationship between adult and adolescent group, and the researcher suggests that either, may be a reference group, or both a reference group for the adolescent.

The teacher as reference group.

Teachers or lecturers (the term lecturer is used in a college of further education although it is difficult to say why the term is used), may well be a reference group for those they teach in that they provide models for behaviour and transmit values.

Wilson (1970) sees the teacher as one who is involved like the parent with the socialisation of the child, ".... a considerable part of the socializing task - performed by parents in earlier times - has now passed to the teacher. Teachers already supervise meals; supervise play; give religious instruction; give training in hygiene; inculcate ideas of fair play; give instruction about sex ethics, public safety, moral obligation; they transmit values appropriate to the stratum in society to which the brighter child will move." (p. 58).
Wilson is writing about the teacher in the school and his comment on the transmission of values "appropriate to the stratum in society to which the brighter child will move "emphasizes the socialising aspect of the teacher's role. The implication of his comment may well be applicable to the lecturer - student relationship. A college of further education differs in many respects from the school, for one thing, the type of attendance at the college can be on a daily,

or term basis, also many of the courses have a vocational bias. There is a general studies period in the vocational course syllabus and during this period the lecturer has a chance to discuss with the students topics dealing with contemporary events.

The second paragraph of section III of the Board of Education's "Teachers and Youth Leaders" states "We reject any crude antithesis between technical and vocational education on the one hand and liberal education on the other - the good technical teacher is no mere technician; he is also an interpreter of the modern world."

The lecturers in the colleges of further education are not an homogerous group. Among their number will be those who teach vocational subjects, and those who teach liberal subjects.

The social class background of the college lecturers is likely to be varied. Bristow (1970 pp. 56 - 57) refers to the kaleidoscope, of the variety of social class backgrounds of the lecturers in the colleges of further education; he also mentions that social lecturers will tend to be recruited from all levels in industry, commerce and the professions.

Kob (1958) in a study of the teacher's role in a sample of German secondary schools postulated two basic categories of teacher. These he called quite simply Type A and Type B. The characteristics of the Type A teachers were that they considered their specific academic training to be relative and subordinate to educational function and believe in a basically pedagogical training. The Type B teachers were characterised by their belief in their specialized subject knowledge and their academic superiority makes them feel competent as teachers; they were basically opposed to the educational training of teacher skills. The typology of the Type A

and B teachers is a simple one, but it would seem to the researcher, on the basis of observation to hold to some extent for the lecturing staff at the college of further education under study in this research.

Hoyle (1969 p. 25) suggests that often the teacher by virtue of his occupation is regarded by his working class pupils as one of "them" rather than one of "us". Cohen (1955) lists, as middle class norms the value of self achievement, constructive use of leisure, and respect for property. Such values according to Hoyle (1969) given by the teacher to his pupils may be rejected by them. He also considers that the teacher role can be seen partly as "teacher as model".

The college as reference group.

Organisations are often able to give their members a sense of organisational identity. Whyte (1957) presents a picture of the managerial man identifying with the aims and attitudes of the organisation to which he belongs. The Bennington college study carried out by Newcombe (1943) was a study of the influence of a college on its student members; the author was able to show that the college became a reference group for a majority of its student members and was able to change the political attitudes of students to its own organisational political identity.

Jacob (1957) investigated student values in higher education in America and concluded "A study of what happens to the values of American students of today shows that often college experience barely touches their standards of behaviour, quality of judgement, sense of social responsibility, perspicacity of understanding, and guiding beliefs." (p. 670). He comments on the homogenous values of American college students, and suggests that certain personality characteristics "filter" their educational experiences; basically

these characteristics are a rigid outlook of mind, and a reliance on authority. His conclusions would suggest (unlike those of Newcombe) that a college would not be able to change student attitudes.

The media as reference group.

Sherif and Sherif (1964) state "The values and ambitions common to youth in all areas spell the image of INDIVIDUAL SUCCESS in American life as purveyed by the magic world of T.V., movies, papers, magazines and popular books." (p. 257).

Films of today are often aimed at the adolescent market, with many of them having as their subject the adolescent hero and the world of the adolescent. From James Dean to Tom Jones is a wide range of adolescent heroes, or personalities, who epitomise what is, or is thought to be, an adolescent image.

The influence of television on those who watch it is not easily measured. Belson (1967) carried out research on such influence, and commented on the basic lack of research material in the fields of broadcasting efficiency and public Welfare, and comments that one result of the lack of research".... has been that public knowledge of the impact of television has over the years, remained very meagre indeed so much so that such public judgements and such decisions as are made about television have frequently been arrived at in the absence of the relevant facts." (p. 352). Reasons for the lack of research are given by the author (pp. 252 - 366), and a main conclusion from his work is that it is not easy to verify statements about the influence of television by evidence.

Belson's research comments on the social influence of television and he concludes that television reduces both interests

and initiative "the reduction of interests is not only in terms of activity level but in terms of viewers FEELING of interest as well." (p. 286). His conclusion can be applied to this research, by hypothesising that those "involved" with television, will have low activity levels which can be taken to mean educational activity levels.

Riley and Riley (1951) conclude from their research that escapist material is likely to be popular with children who appear to be frustrated, and it is likely to be used by them as a mode of escape by identification and as a source of advice. To the researcher's mind this makes the escapist material a reference group. They also found that escapist material was more popular with those who did not belong to a peer group compared with those who did.

The relationship between frustration and television watching is given by Maccoby (1954) who found that the frustrated middle class child was likely to turn to television as a means of escape, and that it was difficult to relate such a conclusion to the working class child because television viewing was a common occupation for both the working class children and adults.

The evidence of Himmelweit, Oppenheim and Vince (1958) also has a conclusion that the television addict obtained moderate to high scores indicative of worry and feelings of insecurity, more often than did those who were not television addicts. They comment that precisely the same differences were observed in a parallel study of heavy versus occasional cinema goers.

Wilson (1970) states "Even if the mass media were concerned only with the transmission of ideas, it would be reasonable to postulate that they must influence the attitude and behaviour of the

public." (p. 42). The evidence of the U.N.E.S.C.I. Reports and papers on mass communication No. 31 "the influence of the cinema on children and adolescents" concludes that the cinema and television has tended to attract those of low intelligence and those in need of escapist activities, and that the intelligent are easily bored by both.

Gans (1966) outlines six levels of taste cultures which he considers to be broadly related to social class, and his evidence can be interpreted that, social class is a factor which determines the degree of involvement with the media.

Up to this point the Review of literature has looked at reference groups from what can be called generally a sociological point of view. It is admitted that the distinction between the sociological and the psychological in this research is not easy to define; a case in point being the degree of involvement with television, which is presumably both a sociological and psychological study.

Some psychological implications of reference groups in the learning situation.

Some aspects of the psychological implications of reference groups in the learning situation are investigated in this thesis. These aspects with their relationship to reference groups are stated below. The statements are qualified by evidence given in the analysis which follows them.

(a) "The person I would like to be like." The ideal model as reference group. The ideal model may well be one which provides the individual with his attitudes and values, and in this sense it becomes his reference group.

(b) Self-esteem in the learning situation. Self-esteem is seen to be partly determined by experiences in groups which matter

to an individual. Such groups will be reference groups.

(c) Self-esteem can be classified as high to low; the latter classification is generally associated with traits that are unlikely to motivate the individual to learn.

(d) Role conflict in the learning situation, as reference group conflict. Role conflict was measured by asking the student to rank aspects of his student behaviour as he felt others would expect him to rank them. High conflict was the result of high disagreement between the expectation of these others.

(e) Personality conflict in the learning situation as the result of reference group conflict. Personality conflict is measured in this thesis by the degree of subjective popularity in the course group, the degree of neurosis and introversion, and the difficulty of concentrating on course work. It is admitted to be beyond the scope of the research to establish the cause of personality conflict in the student sample, but it is suggested that conflicting values are often the result of reference group conflict.

The ideal self as reference group.

The idea of asking members of a sample what models they use or would like to be like is not a new one; it is an approach which is informative and provides data on which to base conclusions. Eppel and Eppel (1960) asked 115 boys and 115 girls who were working class adolescents between the ages of 15 and 18, to write an essay on the person they would most like to be like. They comment that if a comprehensive picture of the model is given, the choice of model provides, "..... useful data on aspirations, values and admired personality characteristics." (p. 124).

Havinghurst, Robinson and Dorr (1946) comment that "....
Freudians explain the origin of ego ideal as due to identification

with people whom the child admires or fears", (p. 579), but add that the Freudians do not comment on the importance of later objects of identification such as the teacher. They also state that, "Anyone older than fifteen who reports a "glamorous" person as his ego ideal is probably immature, by standards of development as found in most young people." (p. 591).

Douvan and Adelson (1966) investigated attitudes of upward and downward aspiring adolescents; it was found that the upward aspiring adolescent of their sample, when asked to state the adult he most admired, chose someone outside the family. The authors considered this to be giving up of immature over-idealisation of the parents. They state (p. 77) "not a single one of the upwardly mobile girls chose a movie star or other glamour figure as an adult model."

The 'self' category as model is attributed by Eppel and Eppel (1966 p. 126), on the evidence of submitted essays, to a happy home life.

Self-esteem.

The next link in the research design was that of self-esteem. Rosenberg (1965 p. 244) states that self-esteem is related to self values. This is also shown in the work of William James, who stated that an individual selects from a series of possible selves, or characters, and feels no shame if he fails in a word which is not his own. James (1950 1890) states, "I who for the time have stated my all on being a psychologist, am mortified if others know much more psychology than I. But I am contented to wallow in grossest ignorance of Greek. My deficiencies there give me no sense of personal humiliation at all." (pp. 309 - 310).

The researcher suggests that the ideal self, or model, discussed in the earlier paragraphs would, on the strength of James's statement, have a relationship to self-esteem, in that if the ideal self is one which does count for the individual, then the comparison between this and the real self would be likely to show deficiencies in the latter.

Rosenberg (1965) states that, "In a sense some attempt has been made to deal with the problem of values by those studies which have included the "ideal self". These studies characteristically calculate the discrepancy between the individual's self-estimate and his self-ideal and then compute self-esteem on the basis of the total discrepancies." (p. 244). Rosenberg's comments also emphasise the link between the ideal self and self-esteem.

A summary of a theory put forward by Horney (1950) is that if the child through adverse family circumstances develops fear and anxiety, in order to cope with this he may retreat into a world of imagination where he creates an ideal self. Comparison between this ideal self and the real self leads to an unfavourable attitude toward the latter. Horney's theory provides evidence for the assumption that individuals who give glamour models as their ideal would tend to have low self-esteem. Horney states that adverse family circumstances is a situation which would create the desire to retreat into the world of the imagination.

Self-esteem is seen by Argyle (1970 p. 120) as the extent to which a person accepts himself; he accepts himself as praiseworthy either absolutely or in comparison with others. The relationship between self-esteem as it is briefly defined by Argyle, and the learning situation is based on several considerations.

Roe (1957) examines the hierarchy of needs theory of Maslow and uses his theory to construct hypotheses on the relationship between needs and motivation. The basic needs given by Maslow are outlined in a table by Roe and is reproduced below.

Basic Needs (Maslow).

1. Physiological Needs.
2. Safety Needs.
3. Need for belongingness and love.
4. Need for importance, respect, self-esteem, independence.
5. Need for information.
6. Need for understanding.
7. Need for beauty.
8. Need for self-actualisation.

Needs one to four are classified as lower order needs, and needs five to eight as higher order needs.

Roe (1957) hypothesises that needs for which even minimum satisfaction is rarely achieved will become expunged if they are ~~lower~~ higher order needs and if they are lower order needs they will prevent the appearance of the higher order needs.

The researcher considers that the hierarchy of needs theory of Maslow relates self-esteem to the learning situation. The assumption is that the need for self-esteem is a lower order need, which if unsatisfied will prevent the appearance of the higher order needs for information and understanding. Roe (1957) considers that psychic energy is expended in the field or fields to which the individual will apply himself, and the direction in which this energy is expended is determined by the intensity of unconscious needs. The researcher suggests that energy will be spent on the

satisfaction of the various needs, and if such energy is expended on the satisfaction of the lower order needs, or to escape from a situation in which the individual feels he lacks love or high self-esteem, then there will be little left for the satisfaction of the higher order needs which are related to the learning situation.

To some extent self-esteem can also be related to the learning situation in that low self-esteem is associated with high anxiety. Rosenberg (1965) stresses that anxiety is associated with low self-esteem and gives such characteristics as extreme vulnerability as typically associated with low self-esteem.

The work of Fromm-Reichman (1960 pp. 129 - 130) gives as manifestations of anxiety the interference with the thinking process and concentration, a frequently objectless feeling of uncertainty and helplessness, intellectual and emotional preoccupation, and the blocking of communication.

Such manifestations are considered, by the researcher, as unlikely to be associated with high academic achievement, but the relationship is by no means straightforward, and certainly the manifestation of anxiety of emotional and intellectual preoccupation need not mitigate against learning.

The relationship between anxiety and achievement needs careful investigation. Venables (1967) in a study of first year male students at a technical college states, ".... in the O.N.C. (ordinary national certificate) group, it was the anxious student who was distinctly more successful than the non-anxious. In subsequent years the anxious students survived best except those in the mechanical trades." (p. 65). Musgrove (1968 1964 p. 6) comments on the high level of neuroticism of the university

population, but he does not state whether the high level of neuroticism is a cause or result of university attendance.

Lingren (1956) states that, the function and role of anxiety in learning is, so far, only partly understood, and Pringle (1971 1965) comments that, "The practical implications of research carried out so far on the effects of anxiety are not easy to see. Only a beginning has been made in exploring this problem systematically and some of the findings may seem conflicting." (p. 157). Snygg and Combs (1949) found that over-anxiety had the effect of, "narrowing the perceptual field," thus interfering with successful problem solving.

Self esteem is also related to the family. The relationship is broadly stated by Rosenberg (1965 p. 60) who in a discussion of the relationship between self-esteem and groups, postulates two hypotheses which are called, stratification and subcultural hypotheses. In the former hypotheses, the individual's self-esteem is related by others to the groups in which he is a member, and the individual accepts the prestige of his groups as a MEASURE of his own self-esteem. In the latter hypothesis, broad social groups are seen as sharing certain interests and attitudes, and such interests and attitudes determine relationship, for example parent-child relationship, which have a bearing on self-esteem. Both hypotheses are seen by the researcher, to be related to each other in that social class groupings are common to both.

Rosenberg's hypotheses are in keeping with the work of Horney (1950), who hypothesized a relationship between ideal, and real images - difference if large, mean that the real image is not considered as praiseworthy and that the need to escape through an idealised image is the result of adverse family circumstances.

The adverse family circumstances is seen by the research to be linked to social class. McKinley (1964 p. 129), for example, provides data to show that hostility to children is more typical of working rather than middle class parents, and such hostility is an example of an adverse family circumstance.

William James (1950 1890 p. 310) gives the formula that self-esteem = $\frac{\text{success}}{\text{pretensions}}$, the formula suggests that the middle class individual is likely, in contemporary society, to set himself standards of achievement by which he can judge himself a success and his pretentions would be related to his group or social class values.

Diagram I, which follows, gives a graphical illustration of how self-esteem is related to the learning situation. The basic self-concept of, "I'm no good," which can be considered as a measure of self-esteem, leads to other attitudes which support it, and the attitudes, "I never was good at school," and "What's the use of trying," are obviously related to the learning situation.

DIAGRAM I

I don't like girls

I'll never marry

Girls don't like me

I'm ugly

I don't want to live

I'll never be happy

I get very discouraged if I think of it

I'M NO GOOD

I never was good at school

I'll never get ahead

What's the use of trying

I'm not a very good Athlete

People don't seem to like me

Parties bore me

Smith (1961, p. 186)

Role conflict.

Role conflict in the student population was investigated in this research. Musgrove, (1968 1964), states that, "Social institutions confront their members with adaptive dilemmas and these can be described in terms of the "role-set" and "role demand", "role conception" and "role performance". (p. 110). Merton (1957) gives as a definition of the role set, that it is the complement of a role - relations in which persons are involved by virtue of occupying a particular social status. Musgrove (1968 1964) states, "The role-demands and expectations made upon a person occupying a particular status, (as wife, foreman, teacher, pupil, son, daughter etc.), may not coincide with the persons own concept of the role; and neither his conception nor the expectations of others may match his actual role performance. The size of discrepancy between role-demands, role-conceptions, and role-performance is a measure of the conflict experienced by a person in a particular status." (pp. 110-111).

A basic model to illustrate student role conflict based on the premises of Musgrove (1968 1964) can be expressed as :

(a) parent's expectations of student role
(b) employer's expectations of student role
(c) friend's expectations of student role
(d) student's concept of the role as he feels it should be
(e) actual performance of the role as perceived by the student.

The degree of role conflict is the difference between (a), (b), (c), (d) and (e).

Kelvin (1970) gives a view of the relationship between reference group identity and role conflict when he states that, "In essense such (role) conflict arises from the existing and apparent claims

two or more reference groups whose expectations are incompatible; it develops when it becomes impossible to meet the expectations of role partners." (p. 159). Such conflict is seen by the author as an example of inter-role conflict. Brown (1965) gives as his description of inter-role conflict as that which, arises from disagreement on what is the proper behaviour for role occupants. Such behaviour would, according to Brown, be resolved by consensus about the behaviour expected of such a role.

Organisations impose roles on their members. Kretch, Crutchfield and Ballarchey (1962 pp. 502 - 503), cite the work of Merton on the influence of bureaucratic organisation on their members, McGregor on the influence of industrial organisations or the work force, and Argyris on the management - worker conflict within industrial organisations.

Role conflict in the school has been a subject for research. The teacher has been the subject for a study of role conflict by Wilson (1970) and Hoyle (1969). Hoggart (1962) has looked at the role conflict of the scholarship boy. Musgrove (1968 1964) has investigated the degree of role conflict in a pupil population of three grammar, three secondary modern schools, a junior school as well as a college. Kendall (1948 pp. 80 - 89) gives a coefficient of concordance formula which is used by Musgrove and in this research.

The formula is :

The coefficient of concordance $(w) = \frac{12\ S}{m^2(n^3-n)}$

Where S = the sum of the squared difference between observed and expected ranks

m = the number of judges

n = the number of ranks

w will lie between ·00 (total disagreement) and 1.0 (total agreement)

Psychological conflict.

The psychological implications of reference groups in the learning situation was seen, by the researcher, to include the study of individual self conflict. Although various tests would establish the degree of such personality traits as neuroticism, it was a complex, if not almost impossible task, to state the cause of the degrees of the trait.

Bennis, Schein, Berlew and Steele (1966 1964 pp. 29 - 30) postulated that there were three basic types of conflict theory. They express the theories in a table which is reproduced here.

THEORY	SOURCE OF CONFLICT	SOURCE OF ANXIETY	GOAL
Instinct Theory	Man/nature	Lack of impulse control	Adaptation pleasure
Interpersonal theory	Man/Man	Lack of consensual validation	Valid communication
Existential theory	Man/Self	Lack of meaning and poor identity	Identity

(p. 29)

The relationship between family experience and self conflict has been stated by many authors, and the relationship is outlined here.

Family experiences and behaviour patterns can be categorised. Hayley (1962 p. 54) states that in the search for more satisfying ways of explaining differences between individuals there has been a shift to the study of processes that occur between people rather than within people. The basis for classifying families, states Hayley (p. 55) is now only beginning to be explored. He postulates

(p. 55) some basic assumptions which are a feature of a study of families and these include the assumption that patterns of responses within a family will fall into patterns, and that these patterns will persist, and will influence a child's expectations of, and behaviour with, other people, when he leaves the family.

The work of Hayley (1962) is mentioned because it outlines an approach to the understanding of behaviour - that of comparing experiences within families with the behaviour patterns of its members. A study of self conflict can begin with the study of the family, which in this research is seen as a major reference group that can transmit values to its members.

The parents provide models for behaviour, but as Farmer (1970) points out, "The models his family members can provide are limited by their own cultural environment, so that whatever are the social or other limitations of his family of origin, these become part of his personality too." (p. 80). The statement can be interpretted as stating that the parent models of behaviour may be inappropriate for the child.

As Farmer (1970) states, "Of the conditions conducive to educational attainment, family values, which are reflected in family attitudes to education, have great importance, possibly an over-riding importance." (p. 99). The statement shows that family values are either appropriate, or inappropriate, for given social institutions.

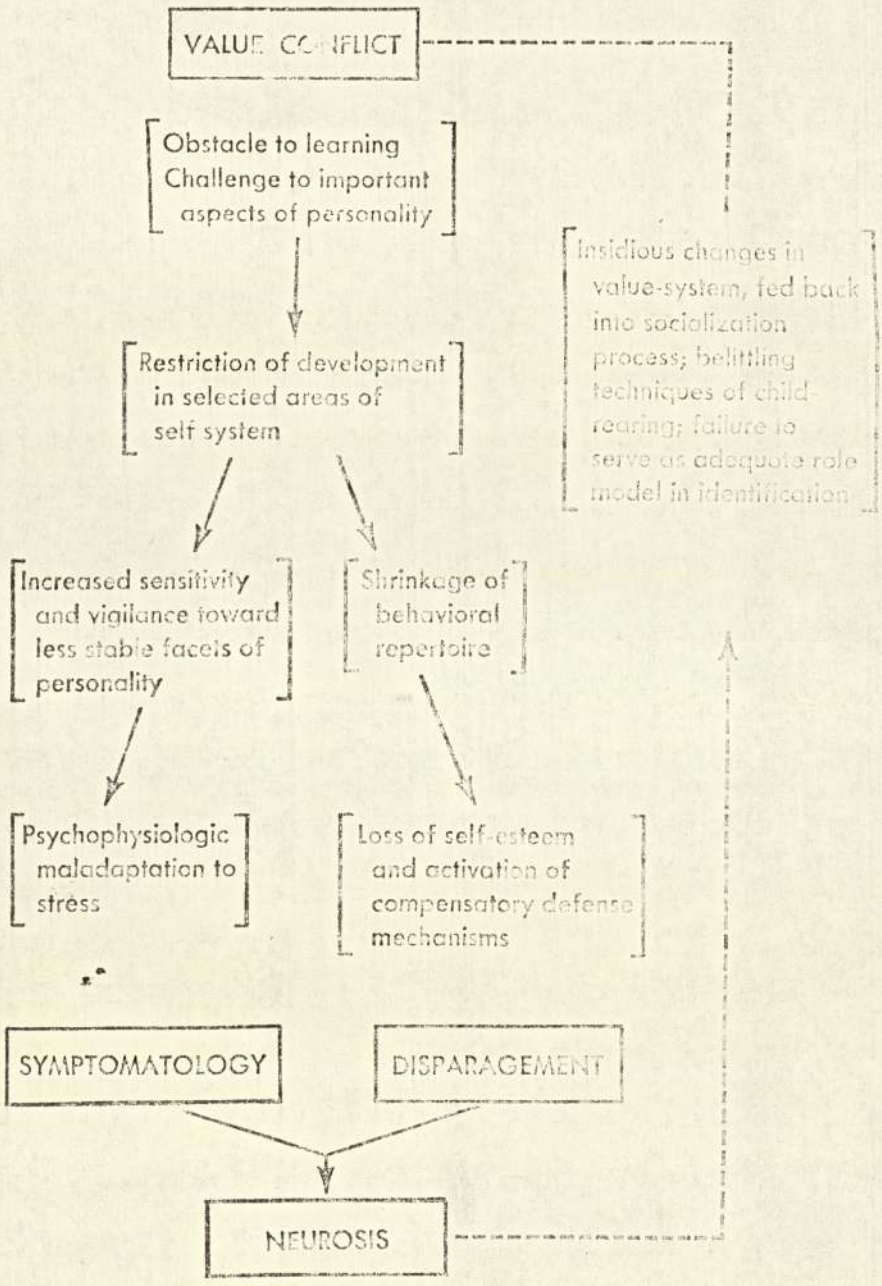
Cleveland and Longaker (1957) state that neurotic patterning can result from a clash of incompatible orientations toward the ends and means of life in a given environment. Intense devaluation of the individual's self concept is associated with the failure of

the individual to adjust to these incompatible orientations.

An interpretation of the author's work, would be that conflict occurs when conflicting values are given to an individual by his reference group, or groups. To give an example, similar to the one given by the authors, is to consider the individual in his family who has been informed of the desirability of academic achievement, which has been coupled with an attitude of, "Enjoy yourself when you are young". The concept of self-disparagement, is defined by Cleveland and Longaker as, ".... an habitual choice of extreme devaluation as a pattern for coping with problems at an intrapsychic and interpersonal nature."(p. 174). Self-disparagement produces such reactions as a feeling of inferiority, and the authors state, (p. 162), that this burden of inferiority will make some areas of learning coldly unrewarding. Self-disparagement is associated, state the authors, with the difficulty of communicating with others, the lack of consistent behaviour because of the internalisation of conflicting values, and a feeling of severe vulnerability.

A diagram is given by the authors, (Diagram 2) which is reprinted on the next page of this research, that outlines the relationship between value conflict neurosis, and the learning process, poor role models for identification and belittling techniques of child rearing, are factors which are seen as contributing to value conflict. Obstacles to learning are a part of the value conflict process; such obstacles are seen as the loss of self-esteem, maladoption to stress, and increased sensitivity which results from the challenge of the need for new learning.

Diagram 2


VALUE CONFLICT
Obstacle to learning
Challenge to important aspects of personality
Restriction of development in selected areas of self system
Insidious changes in value-system, fed back into socialization process; belittling techniques of child-rearing; failure to serve as adequate role model in identification
Increased sensitivity and vigilance toward less stable facets of personality
Shrinkage of behavioral repertoire
Psychophysiologic maladaptation to stress
Loss of self-esteem and activation of compensatory defense mechanisms
SYMPTOMATOLOGY
DISPARAGEMENT
NEUROSIS

McKenzie (1946) states, "The tendencies in conflict have always incompatible goals. The reaction to this conflict produces personality disorders; if there is any attempt to repress the conflicting tendencies, neurotic symptoms appear and the trouble begins." (p. 68).

The work of McKenzie, which is sometimes based on observation, is seen by the researcher to lack scientific data to support many of his conclusions. McKenzie sees self-conflict as beginning in childhood situations. The child can react to authority by submission, and at this stage in his development he internalizes prohibitions. "With these prohibitions internalized the stage is set for the interior conflicts whose repression results in neuroticism, or difficulty in moral growth." (p. 71). What has been stated so far is that neurotic behaviour is not likely to be a good motivation in the learning situation, and has its roots in the family situation. Neurotic behaviour, however, need not necessarily be related to poor academic achievement, because the anxiety component usually contained in neurosis can be a source of motivation to achieve.

Evidence that neuroticism is not necessarily detrimental to learning is not hard to find. Musgrove (1968 1964 pp. 6 - 7), states that in America and Britain, the university population is likely to be characterised by a high degree of introversion and neuroticism. Brown (1966 1961 p. 142) comments on the work of Horney and states that one form of neurotic behaviour is the striving for power, which is manifested by such traits as the desire to be superior in everything, a feeling of hostility to others, and the desire to control others. The researcher suggests that the need for power is often associated with achievement. The handbook for the Neuroticism Scale Questionnaire states (p. 28), that there is a slight positiive

association between high neuroticism, and school and college success.

This research was concerned with the influence of reference groups in the learning situation; the literature studied suggested that value conflict has its roots in the family, and that such conflict would be likely to lead to neurotic behaviour. It is possible to visualise permutations of the cause of value conflict which will incorporate the individual, his needs, his family and social institutions: e.g. the individual might have his needs satisfied with his family and accept his family's values; however these values might not be accepted in an educational institution, though they might be in a military one.

Introversion - Extroversion

The introversion - extroversion personality trait was included in this section of work because it was considered to be a variable which might provide information on personality conflict and the motivation to learn. There are several ways of looking at and defining extroversion. Guildford (1959) is cited by Smith (1968 1961 p. 163) for his description of the trait which is based on alertness versus inattentiveness. ".... Alertness versus inattentiveness is a matter of keeping in rapport with the environment versus being inattentive or absent minded. A person high on this dimension says that he keeps in close touch with things going on around him, that he is not less attentive than the average person, and that he is alert to things in his immediate surroundings."

Smith (1968 1961 p. 163) quotes Cattell (1965) who states, "we see the extrovert as sociable, optimistic, group-dependent, a bit thick-skinned, trusting and adaptable. The introvert is shy, not very fond of people EN MASSE, and a bit rigid and suspicious."

Smith considers that these two views overlap, but how much they overlap is uncertain, Smith defines the term introvert as, "...a person of high asthetic values and low economic values, who has a strong inclination toward meditative and reflective thinking, "and the term extrovert as "... a person of low aesthetic values, high economic values and a strong DISinclination towards reflective thinking." (p. 163). Smith's description of the trait, are in his own words not related to differences in emotionality, emotional control, or gregariousness; as such the descriptions stress the meditative and reflective thinking of the introvert over that of the extrovert. Introversion is linked by Smith (1968 1961 pp. 171 - 172) to being "thin-skinned" and to a tendency to day-dream. Singer (1960) found that children from stressful homes tend to be extroverted. He also found that high activity and low imagination generally went together, and that imaginative persons are better to inhibit their physical actions, and to deliberate longer. It would appear from the literature that introversion is associated with sensitivity and reflective thinking.

The high-esteem scorers in the Rosenberg (1965) study were more likely than the low self-esteem scorers, to describe themselves as pleasant, likeable, popular and well liked by people. (Table 6 p. 177). This evidence suggested that low self-popularity was indicative of some kind of psychological conflict. Donvan and Adelson (1966) state, "The conflict ridden personality has so much of his energy tied up in a defensive process in maintaining an intrapsyphic 'steady state' that there is not enough left over for either work or play." (p.62). Difficulty in concentrating on course work was taken, as a measure of some form of psychological conflict.

From this statement it was assumed that a scale which measured difficulty in concentrating on course work, used in this research, was a measure of some form of psychological conflict.

Chapter 3

The Construction of a Model which relates Reference Groups to the Learning Situation

In this research the concept of reference group was used as an approach to understand the behaviour and attitudes of a student sample population in a College of Further Education.

The starting point of the research was the family, which was considered to be a major reference group for the sample members, and experiences in this reference group were analysed and classified according to the degree of acceptance by parents. The classification was of high, medium and low degrees of acceptance by the student sample population. Throughout the research the responses of the members of each category, referred to as the parental acceptance category, were compared with each other. The assumption behind this procedure was that similar experiences in the family reference group would produce similar attitudes to aspects of the educational institution under study. The hypothesis is not original and has been used in other research which investigates the relationship between the family and personality. Ardorno, Frankel, Brunswick, Levinson and Sandford (1950), for example, showed that there were differences between the family situations of a sample of individuals characterised by their degree of ethnocentricity.

The first step in the construction of a theory relating reference groups to the learning situation was to construct a model; the first stages of which were the categorisation of the degree of parental acceptance.

EXPERIENCE IN FAMILY SITUATION

ACCEPTANCE

REJECTION

The family was a member of a social class group, and as such held values FAVOURABLE OR UNFAVOURABLE to learning and education. Such values might be favourable to the educational situation, The family was seen by the researcher to provide the individual with a sense of identity, values and a degree of self-esteem. On this assumption the model can now be extended further.

EXPERIENCE IN FAMILY SITUATION

ACCEPTANCE REJECTION	SOCIAL CLASS GIVES INFLUENCE	VALUES AND FAVOURABLE TO LEARNING OR VALUES UNFAVOURABLE TO LEARNING	DEGREE OF SELF-ESTEEM

The model is admittedly a simplification. Social class is to some extent a factor which determines the degree of self-esteem, but as stated in the Review of Literature, self esteem is also related to family experiences. It could follow for example, that an unhappy individual in a high social class group escapes reality by creating an ideal image of himself; a comparison between this ideal image and the real self results in low self-esteem.

The adolescent is also subjected to the influence of his adolescent peer group, which may or may not accept him. The values of the peer group may be rejected by the adolescent in favour of those of his parents, or vice versa.

Not only is the adolescent subjected to the demands of parents and peers, but he is also influenced by such agencies as the media, which in themselves give values which need not necessarily be those of either parents or peers.

Up to this point the model can be permutated in a variety of ways. An individual can be seen as one who is accepted by, and accepts,

his family, but who is rejected by his peers. Other individuals can be seen as those who experience conflict in their families, and who look for acceptance in other groups. Social institutions also influence the individuals behaviour; one such is the educational institution. The model can now be extended to include the educational institution, and is given in diagrammatic form on the next page. (Diagram 3).

Influences on the individual are broadly related in the model to the ego and super ego. Expressed in Freudian terms the ego is seen to be influenced by the family and social class, and the super ego influenced by peer society. The classification is not intended to be a rigid one.

Any of the influences given in the model can be, in the terms of this research, a reference group for the individual. A tentative theory based on the model is that experiences in the parental reference group determine attitudes to education. From this theory several others can be suggested, namely;

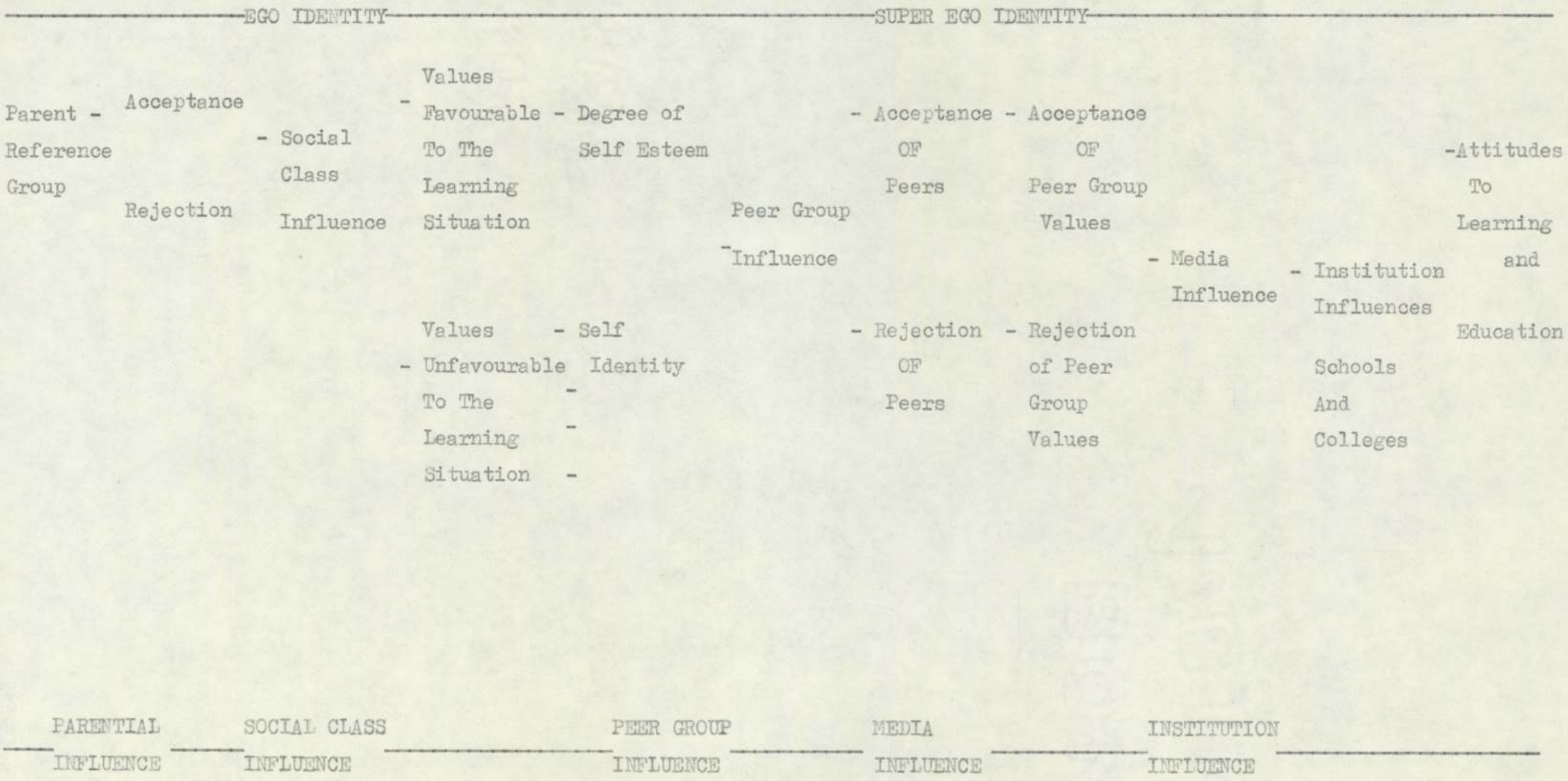
a) that the degree of parental reference group acceptance is a variable in the learning process. e.g. a high degree of parental acceptance results in a high degree of acceptance of the educational institution.

b) that acceptance by the parental reference group whose values are not those of the educational institution leads the individual to reject the latter.

c) that if the values of the individual's reference groups are different, a degree of conflict will result for the individual, and one measure of such conflict is role conflict.

Two further theories were considered which were not based on

DIAGRAM 3


EGO IDENTITY
SUPER EGO IDENTITY
Parent - Reference Group
Acceptance
Rejection
- Social Class Influence
- Values Favourable To The Learning Situation
- Values Unfavourable To The Learning Situation
- Degree of Self Esteem
- Self Identity
Peer Group Influence
- Acceptance OF Peers
- Rejection OF Peers
- Acceptance OF Peer Group Values
- Rejection of Peer Group Values
- Media Influence
- Institution Influences Schools And Colleges
-Attitudes To Learning and Education
PARENTIAL INFLUENCE
SOCIAL CLASS INFLUENCE
PEER GROUP INFLUENCE
MEDIA INFLUENCE
INSTITUTION INFLUENCE

the model but which would, if verified, provide data which could be incorporated into it. These were:

d) that the reference group experiences of student groups categorised by the level of their course work would be different.

e) that the type of attendance at an educational institution influences reference group identification within it. e.g. day release courses are less likely to consider college lecturers as reference groups than are block release courses.

Chapter 4

The Programme.

(a) design of the experiment.

This research is concerned with the influence of reference groups in the learning situation. The essential tenet of the research is that an individual's reference group influence his attitudes and behaviour to objects one of which is the educational institution.

Student attitudes in a college of further education were investigated using the concept of reference group to examine such attitudes. One question that is asked in this thesis was "who are the people that matter to a student community?"

Three hypotheses were postulated for this research which were namely :

A. that an individual's reactions with his parents will influence his attitudes in the learning situation. The degree of acceptance by parents is investigated and is categorised as high, medium or low.

B. that when college groups are categorised as high, medium or low by the level of work the different level of work groups will express different attitudes to the learning situation and will have different reference. groups.

C. that when college groups are categorised by the type of attendance at the College, the full time, block and day release groups will express different attitudes to the learning situation and will have different reference groups.

The assumptions behind hypotheses B and C are that in the case of B, the work groups are in themselves selection agents, and as such there will be differences in the group abilities (high in the case of C level groups will require high entry qualifications) as the college of further education is made up of potential reference groups the time spent within the institution will be a factor which will influence the degree of interaction with its members. Full time groups, for example will spend more time in the company of lecturers and coevals than will day release groups.

Data relating to the three hypotheses are listed in the research programme by appllying the chi square test of significance to the three sub categories of each group classification. Results of the test are stated after each table to which the test was applied.

The statement and interpretation of results is given in chapter five, which is divided into 12 sub-sections each of which deals with a specific aspect of the research programme. The 12 sub-sections are :

1. The family as reference group.
2. Social class as reference group.
3. The reference groups of adults, coevals, and parents.
4. The student role and course group as reference group.
5. The college lecturers as reference group.
6. The college as reference group.
7. The cinema and television as reference group.
8. The ideal self as reference group.
9. Self-esteem.
10. Role conflict.
11. Personality conflict.
12. The reference group named by the student sample.

The research programme is based on an investigation of variables which are stated in each section of the work. The main elements of the investigation with a brief introduction of their relationship to the research programme is now given. Each element of the investigation is numbered (roman numerals) the number being the same for the table and research conclusion that refers to it.

1. The family as reference group.

In this research parents were considered as an important reference group. This section of the work deals with the experiences of the sample population within their family.

McKinley (1964) stated that high social class of father was positively related to a favourable attitude towards work and mild patterns of punishment given to their children. Low social class of father was positively related to an unfavourable attitude towards work and severe patterns of punishment given to their children. The author also stated that the children experiencing severe patterns of punishment from the father tended to identify with the milder mother. McKinley's findings are used as the starting point of this research programme.

The following are the essential points of the inquiry of this section of the work.

I Reported work attitudes of the father.

II Reported answers to the question "Does your father like his work?".

III The attitude to work of the father in the social class groups.

IV The reported frequency of punishment.

V The degree of experienced punishment.

VI The reported degree of punishment.

VII The relationship between the attitude to work of fathers and punishment experienced by sample members.

VIII The relationship between the nature of parental identification of the sample members and the attitude to work of fathers.

IX The degree of acceptance by parents.

X The attitudes towards parents.

The findings of statement I to VIII are compared with the findings of the McKinley (1964) research. Venables (1967) stated that respect for one's parents brought complete acceptance from at least 75 per cent of a sample population of 600 first year students at a technical college. The conclusion is compared with the findings of statement X of this research.

2. Social class as reference group.

A study of the family will at some stage involve a study of social class for social class patterns of socialisation tend to differ in contemporary society.

The following statements are the essential points of the inquiry of this section of the work.

XI The social class composition of the sample.

XII The working class values of the sample.

XIII The relationship between the degree of acceptance by parents and social class groups.

3. The reference groups of adults, coevals and parents.

The groups with which the student is in contact are those of adults and peers. These are potential reference groups and attitudes towards them would be a measure of the possibility of their being

reference groups.

The following statements are the essential points of the inquiry of this section of the work.

XlV The degree of hostility to others.

XV The attitudes to peers.

XVl The attitudes to adults.

XVl The choice of leisure time companions.

XVlll The ideal wife.

XlV The responses to the question "Do you mix with students after college.hours?"

XX The relationship between type of college attendance and responses to the question "Do you mix with students after college hours?"

XXl The relationship between the degree of acceptance by parents and responses to the question "Do you mix with students after college hours?"

XXll The relationship with parents and friends.

Musgrove (1968 1964) stated that young adolescents held adults at a significantly greater social distance than their coevals. The findings of statement XVll are compared with those of Musgrove.

4. The student role and course group as reference group.

The role of student can be approved of by those who matter to the student and can be seen as a model role or desired role from the college institutions point of view. The student is a member of a course group which is a potential reference group.

The following statements contain the essential points of the inquiry of this section of the work.

XXIII Attitudes to college attendance.

XXIV Attitudes of parents to students attending college.

XXV Attitudes of friends to students attending college.

XXVI Attitudes of employers to students attending college.

XXVII Feelings about the student role.

XXVIII The "model" student score.

XXIX The relationship of "model" student score and type of college attendance.

XXX The relationship of the "model" student score and the degree of acceptance by parents.

XXXI The attitudes to members of the course group.

XXXII The relationship of attitudes to members of the college course group and type of college attendance.

XXXIII The relationship between attitudes to members of the course group and degree of acceptance by parents.

XXXIV The attitudes to the opinion of the course group members.

XXXV The degree of agreement between the individual and group scores to a questionnaire.

5. The college lecturers as reference group.

One group that is a potential reference group for a student community is that of the college lecturers.

The following statements are the essential points of the inquiry of this section of the work.

XXXVI The value placed on the opinion of parents and college lecturers.

XXXVII The value placed on the opinion of lecturers.

XXXVIII The relationship of the value placed on the opinion of lecturers and the type of college attendance.

XXXIX The attitudes to college lecturers.

XL The relationship of attitudes to college lecturers and type of college attendance.

XL1 The relationship of attitudes to college lecturers and the degree of acceptance by parents.

XL11 Responses to the statement "Most students admire most of the college staff", and the relationship of the response to type of college attendance, and degree of acceptance by parents.

XL111 Responses to the statement "College lecturers provide good models of behaviour", and the relationship of the response to type of College attendance, and degree of acceptance by parents.

6. The College as reference group.

The concept of the college as a reference group and community were considered as synonomous, in that if the values of a community are accepted, it is for the indivudual his reference group.

The following statements are the essential points of the inquiry of this section of the work.

XL1V The attitudes to the college as a community.

XLV The relationship between attitudes to the college as a community and type of college attendance.

XLV1 The relationship between attitudes to the college as a community and degree of acceptance by parents.

7. The cinema and television as reference group.

The student is influenced by forces outside of the college of further education, and one such force is the mass media. The influence of the cinema and television were measured in this research. High involvement with these mediums was taken to mean that they would be likely to be a reference group.

The following statements are the essential points of the inquiry of this section of the work.

XLV11 The number of visits to the cinema during a two week period.

XLV111 The relationship between the number of visits to the cinema and the degree of acceptance by parents.

XL1V The number of films watched on television during an everage week.

L The number of films watched on television during an average week, compared with the number watched by their parents.

L1 The relationship of the response to the question "Do you have a favourite film star?" and the degree of acceptance by parents.

L11 The relationship of responses to the question "Have you ever tried to 'identify' with a film star?" and the degree of acceptance by parents.

L111 The degree of involvement in films.

L1V The relationship of the degree of involvement in films, and the degree of acceptance by parents.

LV The degree of involvement in television.

LV1 The relationship of the degree of involvement in television and the degree of acceptance by parents.

8, The ideal self as reference group.

Essays on the theme of "The person I would like to be like" were examined and categorised under headings. The ideal self was said byHavinghurst et al (1946) to be an example of ".,... identification with people whom the child admires or fears" (p. 579). Models as ideal models are seen by Eppel and Eppel

(1966) as evidence of low economic status and an immature mind.

Table LV11 gives the models stated by the sample population.

9. Self-esteem.

In this research self-esteem is held to be partly determined by experiences in the family, for it is in this group that personality is basically formed. Rosenberg (1965) states that differences in self-esteem between individuals can be explained by what he calls the stratification hypothesis which suggests that the group to which an individual belongs will determine his self-esteem, and by the sub-cuntural hypothesis which suggests that sub-groups often share similar behaviour patterns which will influence self-esteem. Self-esteem was in this way seen to be related to groups which were likely to be reference groups.

The following statements are the essential points of the inquiry of this section of the work.

LV111 The relationship of self-esteem to social class.

LVX The self-esteem scores of the sample.

LX The relationship between self-esteem and the degree of acceptance by parents.

Statement LV111 is used to test the hypothesis implicit in the work of Rosenberg (1965) that high self-esteem is positively related to high social class.

10. Role conflict.

The degree of role conflict in the student sample was measured by the method outlined by Musgrove (1968 1964). His

data led him to conclude that high role conflict was typical for pupils and students in schools above the secondary modern level.

The student role was considered from the point of view of others' expectations of it, and it was suggested that high role conflict was a measure of reference group identification with groups whose expectations of the role were different.

The following statements are the essential points of the inquiry of this section of the work.

LX1 The degree of role conflict and the sample.

LX11 The relationship of role conflict and the degree of acceptance by parents.

Conclusions on this section of the work are compared with those of Musgrove (1968 1964) on the same subject.

11. Personality conflict.

Personality conflict is considered in this research to be the result of conflicting values held by an individual. This section of work attempts to establish what can be described as psychological conflict. The respective high degree of subjective popularity, neurosis, introversion and difficulty of concentrating on course work was considered as a measure of personality conflict.

The following statements are the essential points of the inquiry of this section of the work.

LX111 The degree of subjective popularity of the sample.

LX1V The relationship between the degree of subjective popularity and the degree of acceptance by parents.

LXV The neurosis scores of the sample.

LXV1 The relationship of the neurosis scores of the sample and the degree of acceptance by parents.

LXVll The introversion-extroversion scores of the sample.

LXVlll The relationship of the introversion-extroversion scores of the sample and the degree of acceptance by parents.

LXlX The degree of difficulty in concentrating on course work.

LXX The relationship of the degree of difficulty in concentrating on course work and type of college attendance.

LXXl The relationship of the degree of difficulty in concentrating on course work and the degree of acceptance by parents.

12. The reference groups named by the student sample.

In this final section of the work, the student sample was asked to state what were in their opinion the sources of their attitudes, values and behaviour. The responses were classified and were considered as the reference groups of the sample population as they themselves saw them.

(b) The environment of the study.

This research was carried out in a large Midlands college of further education. The research questionnaire was administered to members of the student sample population during the period September 1970 to March 1971.

The college of further education was divided into several departments. These departments were those of Commerce, Domestic Studies, Engineering, General Studies, and Industrial Trades.

During the period that the research questionnaire was used, the departments contained the following courses.

			Type of Attendance
ENGINEERING	Higher national diploma in engineering	1st year	Block release
	Higher national diploma in engineering	2nd year	"
	Higher national diploma in engineering	3rd year	"
	Auto diploma	1st year	"
	Auto diploma	2nd year	"
	Radio Transport Diploma	1st year	"
	Auto diploma and Garage management	3rd year	"
	Mechanical Engineering technicians	1st year	"
	Mechanical Engineering technicians	2nd year	"
	Mechanical Engineering technicians	3rd year	"
	Mechanical Engineering technicians	4th year	"
	Ordinary national certificate in Engineering	1st year	"
	Ordinary national certificate in Engineering	2nd year	"
	Higher national certificate in Engineering	1st year	Day release
	Higher national certificate in Engineering	2nd year	"
SCIENCE	'A' level	1st year	Full time
	'A' level	2nd year	"
	F20 (Pre Nursing)		"
	F21 (Pre Nursing)		"
	Pre Science		"

DOMESTIC STUDIES	Private residential child care 1st year	Full time
	Private residential child care 2nd year	"
	Hair dressing	"
INDUSTRIAL TRADES	Road Transport Industrial Training Board Course	Day release
	Electric Industries Training Board Course	
	Mechanical and Engineering Craft practice 1st year	
	Mechanical and Engineering Craft practice 2nd year	
	Mechanical and Engineering Craft practice 3rd year	
	Mechanical and Engineering Craft practice 4th year	
	500 course	
	506 course	
	509 course	
GENERAL STUDIES	Music 1st year	Full time
	Music 2nd year	"
	'A' level 1st year	"
	'A' level 2nd year	"
	'O' level course (mature students)	"
	Police cadets	Block release
COMMERCE	Higher national diploma in Business Studies 1st year	Full time
	Higher national diploma in Business Studies 2nd year	"
	Higher national diploma in Business Studies 3rd year	"
	Ordinary national diploma in Business Studies 1st year	"
	Ordinary national diploma in Business Studies 2nd year	"
	Advanced secretarial course	"

Secretarial Linguists		Full time
Senior secretaries		"
Medical secretaries	1st year	"
Medical secretaries	2nd year	"
Advanced Medical Secretaries		"

There were 849 students attending these courses, during the period that sample was carried out. The number would change over a period of weeks because of the short term courses coming into the college. There are often two sections of the same course attending the college during a given period.
Auto I (A) for example would be at the College during the period September - February, and Auto I (B) would attend from February - July. The figure 849 is therefore not a static number of students attending the college, and is perhaps best looked at as an average number.

The college of further education also has students on vocational courses and these students usually attend during the evening. They number some 1500, and were not included in the sample, because they are usually adults whose membership at the College would be perhaps for one hour per week: their contribution to this research would consequently be limited because of their adult status and the amount of time spent at the institution.

Attendance of the college is on either a full time, block release or day release basis. The sex composition of the course groups is usually homogeneous. Exceptions are such courses as ordinary national Diploma in Business Studies and 'O' level courses, but it is possible that even here the course is composed of either male or females.

The age distribution of the college students for the period during which the research questionnaire was used is given below.

Age	Number
16	74
17	190
18	154
19	136
20	88
21	207

The number of students under 18 years of age was 264; the number of students over 18 years of age was 545.

The course level of work, which can be considered as the academic level of work was rated on the following scale at the college of further education.

A1 Study leading directly to a university degree or to an examination which confers graduate status.

A2 Study of equivalent standard to A1, but not necessarily leading to the qualification appropriate to it.

B Study above general certificate of education 'O' level or ordinary national certificate standard.

C Study not satisfying any of the above criteria.

(C1) The student sample population.

The problem of sampling resulted from a practical consideration of the number of courses that were accessible, by the researcher, for research purposes, and the best method of sampling in consideration of accessibility. A further problem was to decide on the most effective units for the

sample. Were they to be based on course, age, department, or level of work?

A simple random sample of every X number of students was impractical, because the administration of the questionnaire and tests would take 4 - 5 hours, and it was not possible to have some students away from their lessons for this period of time. In the case of day release students the loss of time given to answering the questionnaire would be disturbing unless the entire course could be included in the sample, and the questionnaire answered during the General Studies periods.

A quota sample which could be based on the selection of units that would be proportional of the total student population was seen as an effective sampling method, in that it would be practical from the point of view of administration, availability and could be chosen to represent the student society of the college.

The number of groups available to the researcher was listed, and it was found that there were 27 of them. The total number of groups attending the college for the period in question was 49. From this list of 27 groups it was decided to select some 200 students who would be representative of the total college number, and which would contain the proportional number on the basis of age, sex, type of college attendance, and level of course work, of the total college population, e.g., there were some 207 students over 18 years of age, and 74 aged 16 so the sample, if possible, should contain 3 times the number of those aged 21 and over, compared with those aged 16.

The unit of level of course work which could be either high, medium or low was considered to be important because it

was hypothesised that those students in the various work courses attended them as the result of similar reference group experiences, e.g., high acceptance by parents led to high level of work. As well it was thought that the three work groups might contain members who because of the level of work factor would be influenced in their attitudes to the college. The type of college attendance of full time, block and day release was also considered an important variable and that attitudes to the college would, it was thought, be influenced by the time spent at the college. A limitation on the category of low work level and day release groups was that the one was invariably the other, and it would therefore prove difficult to state whether it was the type of attendance or the level of work which was the independent variable in attitudes to aspects of the college.

The sample was selected from available courses on the basis of proportional representation as far as was possible within the categories of age, sex, type of attendance and level of work. There were more males than females in the sample because there were more males than females attending the College, more medium work groups than low level ones in the sample because this was also true for the total student number. The same principle was applied to both age and type of attendance categories.

The number of groups finally selected for the sample was ten and the sample number was 231, with the exception of the ordinary national Diploma in Business Studies Course all courses are either male or female groups.

The student population sample finally selected is given below.

COURSE	NUMBER	SEX	TYPE OF ATTENDANCE
Advanced Secretarial	8	female	full time
Higher National Certificate in Engineering Year II Group B	13	male	block release
Ordinary National Diploma in Business Year I	14	female/ male	full time
Diploma in Automobile Engineering Year II Groups A and B	28	male	block release
Diploma in Automobile Engineering Year I Groups A and B	36	male	block release
F19N Pre Nursing	14	female	full time
F20N Pre Nursing	30	female	full time
Mechanical and Engineering Craft Practice Year I	34	male	day release
500S Craft Course Year III	17	male	day release
Diploma in Road Transport Engineering Year I	19	male	block release

The sample arranged into the level of work classification was as follows.

Level of Work		
High	Medium	Low
Course	Course	Course
ADVANCED SECRETARIAL	DIPLOMA IN ROAD TRANSPORT ENGINEERING I	500S
HIGHER NATIONAL DIPLOMA IN ENGINEERING II	DIPLOMA IN AUTOMOBILE ENGINEERING I	MECHANICAL ENGINEERING AND CRAFT PRACTICE I
ORDINARY NAT. DIPLOMA IN BUSINESS STUDIES I	F19N (PRE NURSING)	
DIPLOMA IN AUTOMOBILE ENGINEERING II	F20N (PRE NURSING)	

NOTE The Diploma in Automobile Engineering Year II is classified according to the college rating system as a high level course whilst the same course in its first year is classified as a B (Medium level) course.

The student sample population classified into the type of college attendance is as follows.

Type of attendance		
Full time Course	Block release course	Day release course
Advanced secretarial	Higher National Diploma in Engineering II	500S
F19N (Pre nursing)		
F20N (Pre nursing)	Diploma in Automobile Engineering I	Mechanical Eng. and Craft practice I
Ordinary National Diploma in Business Studies I	Diploma in Automobile Engineering II	
	Diploma in Road Transport Engineering I	
66	96	51

In the Diploma in Automobile Engineering courses there were overseas students. These students were excluded from the sample, because as overseas students their reference group experiences would not be the same as for the British students; many of these students belonged to a caste and not a class system, and their attitudes to social class would be different from those who were brought up in such a system.

(CII) The Pilot survey.

The pilot sample consisted of three groups who were used as a sample population during the period April 1970 - July 1970. The groups were :

Ordinary National Diploma Year II 14 members.

Laboratory technicians 10 members

Senior secretary course 14 members

The aim of the pilot survey was to obtain information on which decisions in the major survey would be based. Such decisions were thought to be necessary on :

(a) Method of data collection.

(b) Method of approach to respondents, e.g., how to introduce the questionnaire.

(c) The construction and testing of questionnaires.

(d) Methods of scoring.

(e) Rough checks on hypotheses and theories.

(f) Nature of independent variables.

The pilot survey was an informal one. During the period of the pilot survey the time which was allotted to each group for its discussion was not more than 30 minutes per week. Opinions were asked for and noted. Observations from the pilot survey were used as a basis for the major survey.

The type of information which the pilot survey gave and which was used in the main survey is contained in the following statements.

Facades would be difficult to measure.
Self-esteem was unusually high if the questionnaire stated by Rosenberg (1965 p. 17) was used.
Age differences did not seem to influence attitudes.
Pop culture was not important.
Steve McQueen was the glamour model most frequently chosen as "the person I would like to be like."

Questionnaires were completed by members of the sample to find out the nature of the distribution the responses would

produce. Comments were invited on questionnaire construction, because the researcher accepted that what may be obvious to a student population was not necessarily obvious to him.

(d) The questionnaire and tests used in the research. Methods of scoring data.

In this research one basic questionnaire, and four tests were used. The tests were the I.P.A.T., "Neuroticism Scale Questionnaire" constructed by Scheier I.H. and Cattell, R.B., and the "Eysenck Personality Inventory", constructed by Eysencr H.S. and Eysenck S.B.G., and intelligence tests AH4 and AH5 constructed by Heim A.W.

The main questionnaire consisted of 13 sub-questionnaires which were lettered from A to M. Each sub-questionnaire was referred to as a questionnaire in this thesis. Questionnaire C is divided into three sections C1 C2 and C3, Questionnaires D, G and J each name two sections. Questionnaire M is either MA or MB, the former questionnaire was given to low work group, and the latter to the high and medium work groups.

With the exception of the social distance scale given in question 1 of questionnaire DII, which was constructed by Musgrove (1968 1964 p. 91), all other questionnaires have been constructed by the researcher. The statements used in the construction of the questionnairs were for the most part based on the pilot survey members' responses to statements which were intended to measure either attitudes or personality traits. Statements were retained if they were internally consistent with the total score of each questionnaire.

This method, generally referred to as the internally consistent method of questionnaire construction validation, was used in the construction of all the questionnaires. The distribution of responses was considered as adequate, if 60 per cent were in the 30 - 70 score range, with 20 per cent in the 0 - 30, and 70 - 100 score range, in a score scale of 0 - 100.

One problem involved in the construction of scales occurred when some terms were used which were logically necessary but were unlikely to elicit scarcely any response. For the sake of completeness such terms have been included. Question ten in questionnaire B for example measured attitudes to parents and at the top end of the scale the description "love" was given, and logically the bottom end of the scale should have included the description "hate". The number of responses to the latter category was anticipated as being very low, but it was felt that the total description range should be represented and the description "hate" was included. Such scales which involved this consideration were contained in question 6, 8 and 10 of questionnaire B, and question 6 of questionnaire D 1.

The method of scoring for each questionnaire is generally given in the section of work dealing with it and is also outlined in this section. Where the method of scoring depends upon dimensions of attitudes in response to given questions the "scoring" is simply the stating of the response categories, e.g., Does your father like his work? (Questionnaire B question 2), is answered by "Yes", "No", "Indifferent" or "Don't know".

The questionnaire took some three to four hours (depending on the group) for the respondents to complete.

Because of this long period of time the groups who completed the questionnaire whenever possible did so in one hour periods. This was nearly always possible, but one of the low work groups the 500S course and the higher national Diploma course in Engineering II did so in two two hour periods.

It was hoped that the structure of the questionnaire was varied enough to reduce the possible boredom of a three to four hour questionnaire.

Data for some sections of the research are contained in several of the questionnaires, e.g., the relationship between social class and self-esteem. The design of the questionnaire is not the same as the design of the research programme, e.g., social class comes before self-esteem in the research programme but it comes after it in the questionnaire, (the questionnaire was designed with variability in mind).

The questionnaire is given in Appendix I. A list of the questionnaire subjects is given below and where necessary the scoring method of converting questionnaire responses to score scales is stated.

Questionnaire A

Questionnaire A measured attitudes to college attendance of parents, friends and employers of the sample members. Feelings about being a student, and the value placed on the opinions of the course group members, and members of staff were also measured.

Questionnaire B

Questionnaire B dealt with the respondent's family experiences. It measured the value placed on the opinion of

parents, and the father's attitude to his work. Questions were asked as to whether the father talked about his work, and on the nature of parental identification.

Question 5 asked the respondent to place in a box the word, or words, he would use to describe his parent's attitudes towards him.

Question 6 required the respondent to state by circling a number, the attitude of each of his parents towards him. Low scores represented favourable attitudes. The scores for each parent's attitude were added together and averaged, so that the attitude of parents could be stated. The scores were compared with the word, or words given in response to question 5 and categories of the degree of acceptance by parents were classified as :

High acceptance - score of 1 to 3

medium acceptance - score of 4 to 7

low acceptance - score 7 to 10

It was anticipated that few responses would be in category 10 which represented an attitude of hate. Borderline cases, e.g., father's score 4, mother's score 3, average 3.5, were placed in the appropriate category after a consideration of the word, or words, used to describe the attitude of parents in question 5, a favourable attitude would place the score in the medium, an unfavourable attitude in the low degree of acceptance by parents. The responses to question 5 were also considered to be a check to the responses of question 6.

Frequency of punishment was measured in this questionnaire, so too was the degree of punishment. The same principle of scoring was used, as for question 6, ten categories of punish-

ment were listed for each parent, and their combined scores averaged. The degrees of punishment were classified as :

Mild - score 1 to 3

Moderate - score 4 to 7

Severe - score 8 to 10

Feelings about the degree of punishment received were asked in question 9. Attitudes towards parents were measured in question 10, and again the scores with regard to both parents were averaged. The categories of attitudes were classified as :

Favourable - 1 to 3

Average - 4 to 6

Unfavourable - 7 to 10

It was anticipated that few respondents would obtain a 10 score.

Questionnaire C

Questionnaire C was used in an attempt to measure self-esteem. Three questionnaires were used, because experience with the pilot survey members had shown that this was a difficult trait to measure in that ego defensive attitudes invariably intervened.

Rosenberg (1965) in a study of self-esteem outlined the characteristics of high and low self-esteem scorers and his work was incorporated into questionnaires C1 and C111.

The 22 statements given in questionnaire C1 were measured by scoring the attitudes to them. The scores for the categories of strongly agree, agree, neutral, disagree and strongly disagree were 1, 2, 3, 4 and 5 respectively for statements 1, 3, 5, 6, 8, 9 and 12, and 5, 4, 3, 2 and 1 respectively for the remaining statements. The scores were

converted to a ten point scale by subtracting from each score 22 (the minimum score) and multiplying the result by $\frac{100}{88}$ (88 being the difference between the top and bottom possible scores). Thus 22 scores in the neutral 3 category becomes $66-22x\frac{100}{88} = 5$. Questionnaire CII asked the respondent to read ten numbered descriptions of how people think about themselves, and to circle the description which he considered was most representative of himself. Questionnaire CIII asked the respondent to answer 10 questions about his relationships with other people, and answers were scored as YES - 0, sometimes - $\frac{1}{2}$, No - 1.

In each of these questionnaires high scores represent high self-esteem. The scores of the three tables were added together, averaged, and converted to the nearest whole number, .5 scores being rounded off to the whole number below them.

Questionnaire D

Questionnaire D measured attitudes to others. In DI the respondent was asked to complete sentences and scores of 0, 1 or 2 were awarded to each answer; the high score of 2 being awarded to unfavourable attitudes, 1 to reasonably favourable, and 0 to favourable attitudes. From a list of 12 words, the respondent was asked to state which were his attitudes to members of his own age group, and adults. The words with their respective scores were love 1, admiration 2, affection 3, liking 4, toleration 5, indifferent 6, boredom 7, uninterested 8, criticise 9, disapproval 10, rejection 11, hate 12. Questionnaire DII, question 1, measured the attitude to coevals in a social distance scale, question 2 asked the respondent to state what he considered was the ideal age to be, and question 3 asked whether he mixed with students after

college hours. Question 4 gave eight statements which referred to the relationship between adults and friends, and the student was asked to state if he agreed with them.

Questionnaire E

Questionnaire E, asked the respondent to write an essay on the sort of person he would "like to be like". Responses were categorised into model classifications.

Questionnaire F

Questionnaire F was intended to measure the respondent's feeling of popularity in his course group. He was asked to state how many members of his course group would invite him to a party on the assumption that each member could invite three members of the group to a party. The total number of possible invitations was calculated, and categories were classified according to the percentage of stated invitations of possible invitations. The classification was

Low "self popularity"	10 - 30 per cent
Medium "self popularity"	31 - 60 per cent
High "self popularity"	61 - 100 per cent

The "self" popularity is referred to as subjective popularity in the thesis. The high category contains the largest percentage range, because experience with the pilot survey sample indicated that students were reluctant to give themselves a high number of party invitations.

Questionnaire G

This questionnaire dealt with social class. Questionnaire GI asked for details on the social class system, and questionnaire 8 asked for details of father's occupation which was classified into one of the seven Hall-Jones Scale of

Occupational Prestige for Males categories which are given in Appendix 11. In questionnaire G11 the respondent was asked to comment on social class attitudes, and responses were converted to a ten point working class attitude scale by awarding a score of 1 to each working class attitude, which for the ten statements would be obtained by answering was follows : false, false, false, true, false, false, true, true, false, false,

Questionnaire H

Questionnaire H measured the degree of role conflict in the student sample. The respondents were asked to comment on four statements which described student behaviour by rating their importance in a scale from 1 - 4, in the way they considered their parents, friends and members of staff would rate them. They were then asked to state how they felt the statements should ideally be rated, and how the descriptions best fitted them in actuality. This method was based on that used by Musgrove (1968 1964 pp. 112 - 114) and the formula which was used was Kendall's coefficient of concordance, where the coefficient of concordance$(m) = \frac{12S}{m^2 (h^3-n)}$

where S = the sum of the squared differences between observed and expected ranks.

m = the number of "Judges"

n = the number of ranks

In this research m = 5; n = 4

The coefficient was calculated for each of three tables, and the scores averaged. Three tables were used to avoid scores being biased because of particular "areas of behaviour" stated in any one table.

Questionnaire I

Questionnaire I1 measured attitudes to student behaviour

(statements 1, 3, 5, 7, 9, 10 and 14) and college staff (statements 2, 4, 6, 8, 11, 12 and 13). Scoring was based on awarding a point to each statement ticked as true, and in this way favourable attitudes received the high scores.

Questionnaire III contained the same 14 statements, and the respondent was asked to place a tick against those statements which he considered were the views of 2/3 or more of his group. The degree of agreement would be between 0 - 14.

Questionnaire J

This questionnaire contained 21 statements. Seven statements were designed to measure the degree of difficulty of concentration (statements 1, 4, 7, 10, 14, 18 and 19). Seven other statements were designed to measure attitudes to the respondent's course group (statements 2, 6, 8, 11, 12, 15 and 21) and a further seven statements were designed to measure attitudes to the college as a community (statements 3, 5, 9, 13, 16, 17 and 20).

Each statement was answered by placing a tick in one of five boxes whose category and rating was :

true 5, usually true 4, neutral 3,
false 1, usually false 2.

The last two categories were inverted to avoid the halo effect such a questionnaire might produce, i.e., the respondent might simply tick all the answers on the left of the paper. The scores were converted to a ten point scale by subtracting seven (the minimum score) from the total score, and multiplying the result by 10/28 (28 being the score range). Scores were rounded to the nearest whole number, a ·5 score was rounded to the figure below it.

Questionnaire K

This questionnaire measured attitudes to, and involvement with the cinema. A cinema involvement score was calculated by giving 1 point to each film named as featuring the film stars mentioned in question 4; 1 point was added to a score of seven or more, and 1 point was given for each film star recognised from the list of names stated in question 8. Both scores were totalled and averaged, and this placed them on a ten point scale.

Questionnaire L

Questionnaire L measured involvement with television. The degree of involvement was calculated by awarding 1 point for each of twenty answers, dividing the result by two and rounding to the nearest whole number, converted the score to a 0 - ten point scale.

Questionnaire M

Questionnaire M1 and M11 asked the respondents to state, in the case of the former, who or what influenced him in terms of his behaviour. The question was an open ended one. Questionnaire M11 gave possible sources of behaviour, and the respondent was asked to tick the four most important sources of his behaviour. Questionnaire M11 was used in courses categorised as low work groups.

Intelligence tests

The AH4 and AH5 tests of intelligence constructed by A.W. Heim were used to categorise students. The AH5 test was unsuitable for the medium and low work groups as their scores tended to cluster around the E division of the A to E scale. The AH4 test was suitable for these groups and frequency distribution for the scale was as follows.

		Medium level courses	Low level courses
Scale top	A	21	4
	B	31	15
	C	44	21
	D	33	8
bottom	E	0	3

The AH4 test was unsuitable for the high level course groups in that scores tended to cluster around the A division of the A to E scale. The AH5 test was suitable for the groups and the frequency distribution for the scale was as follows.

Scale top	A	0
	B	4
	C	36
	D	10
Bottom	E	13

The test scores showed that the students with high intelligence quotients were generally attending high level courses. The intelligence quotients of the medium and low work group members were lower than those of the high level work groups and such students would appear to be attending courses suitable to their ability.

As a tentative generalisation it can be stated that the level of work is directly related to the level of intelligence of the work group members, and differences in attitudes of work groups may to some extent be the result of differences in intelligence.

e) Treatment of data

Data are presented in the form of tables which contain data on the degree of an attitude to an object, or indicate

the degree of a personality trait. The tables, with the exception of the following :-

III (whole table tested)

VII (whole table tested)

VIII (different classification used)

XXXVI (whole table test)

L (coefficient of correlation test used)

LVII (responses could not readily be arranged into specification classifications)

LVIII (responses could not readily be arranged into specific classifications),

give data of the three sub-groups within a category. There are three group categories, and these are :-

a) groups categorised by the level of course work.

b) groups categorised by the type of college attendance.

c) groups categorised by the degree of acceptance by parents.

Chi square tests were used to judge the differences between the responses of the sub-groups within the group category at the 95% level of significance. The null hypothesis in all cases was that there was no difference between the responses of each of the sub-group categories.

In the case of XXXVI the chi square test was applied to the data of the entire table. In the case of table L the coefficient of correlation test was applied to the data. Role conflict was measured in the student sample by computing Kendall's soefficient of concordance to the responses of questionnaire H, which were then classified into high, medium and low degrees of role conflict.

d2 The presentation of data.

The chi square test was applied to numbers in the

responses of three group categories. The response numbers are converted into percentages of the sub-group total. The percentages are given to one decimal place, and rounded off where necessary, so that the total percentage in each sub-group category is exactly 100%.

The chi square test was applied to the three sub-groups of each table so that the responses of each sub-group were compared with one another. The chi square result for each set of comparisons was stated at the side of each table.

The presentation of data is based on that used by Rosenberg (1965) and Goldthorpe, Lockwood, Bechofer and Platt (1968). The following example of a table illustrates the presentation and treatment of data.

Level of work

Degree of acceptance by parents	High %	Medium %	Low %	Chi Square
high	47.6	59.6	49.0	high with mediam 5.284
medium	22.2	25.2	17.7	medium with low 6.747*
low	30.2	15.2	33.3	high with low 0.394
Total	100	100	100	*significantly different
N	63	99	51	at 95% level of significance.

The statement which follows such tables states the group comparisons for which the null hypothesis is rejected, e.g., the null hypothesis was rejected for the medium and low work groups. If the null hypothesis is not rejected for all groups it is stated as such. From such data conclusions can be drawn. Such conclusions can be descriptive, e.g., the high category of parental acceptance has the highest percentage of the high level work group members in this category; or relational, e.g., there was no difference in the responses of the high and low

level work groups. Conclusions from the tables are stated as both descriptive and relational.

STATEMENT OF RESULTS

This section deals with the findings of this investigation, results and conclusions derived from responses to the questionnaire, and an interpretation of these results. The section is divided into twelve sub-sections which deal with specific aspects of the research.

1. Family as reference group

In the review of pertinent literature an attempt was made to outline a theory which linked some family experiences to the learning situation. Basically it was hypothesised that similar family experiences would produce similar patterns of behaviour; the work of Hewitt and Jenkins (1946), and McKinley (1964) was cited as evidence to support the hypothesis. Hayley (1962 p.54) stated that there had been a shift to the study of processes that occur between, rather than within, people to explain individual differences. This approach is adopted here and from this starting point of the family experiences of the individual in other groups, and institutions can be examined. Such an examination proceeds on the assumption that the socialisation process begins in the family, and that the process gives the individual his values and attitudes including those of his attitudes to learning; also experiences in this group will influence his behaviour in the learning situation. Farmer (1970) states "Favourable conditions for personality development must include the opportunity to make warm emotional relationships with parents or parent substitutes, if the child is to develop normal social responsiveness" (p. 81) and "Expectations of achievement are different in different social strata." (p.99). The link between these statements is seen by the researcher, to be that of social class because attitudes to learning depend on relationships with parents, or parent substitutes and the method of socialisation, and both of these factors are influenced by social class. The theme of many sociological studies has been the relationship between family life and social class; one such study, carried out by McKinley (1964) is related to and cited in this research. One

of the basic themes of McKinley's work is that within different social class systems there are varying degrees of hostility shown by parent to their children. " . . . the father at the upper levels, again feeling greater responsibility for the family's status and greater exposure to society's positive evaluation of him will feel greater satisfaction. This reduces his motivations for aggressive family behaviour . . . " (p. 100). The degree of the father's hostility is reflected in his children's attitude to both him and the mother. Table 44 (p. 158) of the author's work provides the data for him to conclude that the more severe the socialisation pattern of the father the more the son identifies with the mother. The degree of severity shown by the father, is held by McKinley, to be related to the degree of his autonomy work, the higher the degree of autonomy the less severe is the socialisation pattern.

This researcher did not investigate the work situation of the father with regard to such variables with autonomy, and the nature of work environment (e.g. technological or scientific) as did McKinley's research, but his basic hypotheses are held as relevant and meaningful to this thesis, and are used to begin the investigation of the relationship between the individual and his family.

This section of research investigates:

I. The work attitude of the father as reported by the student sample.

II. The relationship between the work attitude of the father as reported by the student sample, and the social class of the father.

III. The punishment experiences of the student sample.

IV. The relationship between the father's reported attitude to his work, and the degree of punishment experienced by the student sample.

V. The relationship between the nature of parental identification and the reported work attitude of the father.

VI. The degree of acceptance by parents of the student sample.

VII. Attitudes towards parents of the student sample.

The responses of the three work groups are compared with respect to the above data.

The null hypothesis in each case is that there is no difference between the responses of each group to the data under investigation.

TABLE I

Responses of the three work groups to the question "Does your father like his work?"

	level of work			
Category of response	high	medium	low	
	%	%	%	Chi square
Yes	71.4	72.7	52.9	High with medium 8.248*
Indifferent	7.9	12.1	27.5	Medium with low 16.988 *
No	0	6.1	19.6	High with low 30.842 *
Don't know	20.7	9.1	0	
Total	100	100	100	* Significantly different at 95% level of Significance.
N	63	99	51	

The null hypothesis is rejected for all groups.

There is a difference in the reported work attitude of the father for members of the work groups.

The low level work groups have the lowest percentage

of all groups, with 52.9 per cent stating that their father likes his work; this group also has the highest percentage of all three groups 19.6 per cent stating that the father does not like his work. The medium level work group members have the highest percentage 42.7 per cent, stating that the father likes his work. The high level work group members have a relatively high percentage of their number 71.4 per cent, stating that the father likes his work and no student in this group reports that his father does not like his work. The "don't know" category was not given by any student in the low level work groups, and it can be tentatively hypothesised that for these groups the father's attitude to his work is known because he expresses it in his attitudes.

TABLE II

The responses of the three work groups to the question "Does your father talk about his work?"

	level of work			
Category of response	high	medium	low	
	%	%	%	Chi square
Yes	38.1	59.6	35.3	High with medium 8.403*
Rarely	52.4	37.4	45.1	Medium with low 15.048*
No	9.5	3.0	19.6	High with low 2.2406
Total	100	100	100	
N	663	99	51	*Significantly different at the 95% level of Significance.

The null hypothesis was rejected for the high and medium and medium and low work groups.

It was assumed that talking about work was generally indic-

ative of liking it. The medium level work group members had the highest proportion in the "yes" category 59.6 per cent, and the lowest in the "no" category 3.0 per cent. The low level work group members had the lowest percentage 35.3. per cent in the "yes" category, and the highest 19.6 per cent, in the "no" category. The difference between these responses, and those of the medium level work groups was statistically significant. The data shows that the low level work group members have fathers who have less favourable attitudes to their work, than the fathers of the high and medium work group members.

TABLE III

The responses of the student sample population to the question "Does your father like his work?" arranged into the social class groups of the fathers.

	Social class group of the father						
Catagory of response	1	2	3	4	5	6	7
	The percentages stated below are those of the total. n = 213.						
Yes	5.6	18.3	15.5	11.7	12.7	1.4	2.3
Indifferent	0	0.9	3.3	4.7	4.8	0	1.4
No	0	0	0	0.5	0	5.6	1.4
Don't know	0	0	0	1.4	5.2	3.3	0

The null hypothesis was that there was no difference between the catefories of response of the social class groups.

The null hypothesis was rejected (chi square 140.678:18 d.f: $P < .05$)

It can be stated that there is a relationship between the reported attitude to work of the father and his social class group.

The social class categories are those of the Hall Jones scale of occupational prestige for males, and the method of obtaining them as well as a brief description of the categories is outlined in Section 2 of this chapter. The data of the table show that for social class groups 1 - 4 the "yes" category contains a higher percentage than does the "no" and "indifferent" categories; this is not true for social class groups 5 - 7.

The "indifferent" and "don't know" categories are not represented for social class groups 1 - 3. Broadly speaking the higher the social class membership the greater the chances that the father would be reported as liking his work. This conclusion is in keeping with that of Mc Kinley (1964 pp. 147-148) who makes a similar conclusion.

McKinley (1964) found that unfavourable work attitudes on the part of the father were associated positively with severe patterns of socialisation for the children. The following three tables give data on the experience of parental punishment as stated by the student sample population.

In each case the null hypothesis is that there was no difference between the responses of the work level groups. The question was asked "How often are you punished by your parents?"

TABLE IV

	level of work			
Category of reponse	high	medium	low	
	%	%	%	Chi square
Very often	4.8	0	0	
Often	4.8	9.1	5.9	High with medium 14.955*
Not very often	25.4	47.4	27.5	Medium with low 12.945*

Category of response	high	medium	low	
	%	%	%	chi square
Rarely	50.7	37.4	66.6	high with low 11.053 *
Never	14.3	6.1	0	
Total	100	100	100	*Statistically different at
N	63	99	51	95% level of significance.

The null hypothesis for all groups was rejected.

4.8 per cent of the high work groups stated that they were punished very often; no other group members were in this category. The "punished often" category contained 4.8, 9.1 and 5.9 per cent of the high, medium and low work groups. The "rarely" category contained the highest percentage in the low work groups 66.6 per cent of all work groups. A general conclusion is of a population sample who are not punished very often; the medium work groups have 9.1 per cent of their number in the "often" category. The "never" category has 14.3 per cent of the high work groups stating it in response to the question, and for this group it can be said that they have the highest percentage of all three groups who state that they are never punished. The differences were statistically significant.

The method of categorising the degree of punishment into mild moderate and severe was outlined in section (d) of Chapter 3.

TABLE V

The degree of punishment experienced by the three work groups.

Category of degree	level of work			
	High	medium	low	
of punishment	%	%	%	chi square
Mild	47.6	63.6	41.2	High with medium 4.015
Moderate	31.8	21.2	33.3	Medium with low 6.912 *

Category of degree of punishment	high %	medium %	low %	chi square
Severe	20.6	15.2	25.5	High with low .575
Total	100	100	100	* Significantly different at 95% level of significance.
N	67	99	51	

The null hypothesis was rejected for the medium and low work groups.

The medium work groups had the highest percentage 63.6 per cent of all three groups in the "mild" category; the low work groups had the lowest percentage 41.2 per cent in this category. The difference between these two groups was statistically significant. The "severe" category was highest for the low work groups (25.5 per cent) and lowest for the medium work groups (15.2 per cent). The differences were statistically significant. The data support the conclusion that the medium work groups had more of their number experiencing mild forms of punishment, and fewer experiencing severe punishment than the other two groups and in this factor they did not statistically differ from the high work group members. The student sample was asked to state how they felt they were punished. They were asked to describe the punishment as mild, moderate or severe.

TABLE VI

The degree of punishment as reported by the three work groups.

Category of stated response	level of work: High %	medium %	low %	chi square
mild	50.8	45.5	52.9	High with medium 2.789
moderate	49.2	50.5	47.1	Medium with low 2.535
severe	0	4.0	0	High with low 0,052
Total	100	100	100	
N	63	99	51	

The null hypothesis was accepted for all groups.

There was no difference between the responses of each group. The "severe" category contained 4.0 per cent of the medium work groups. The "mild" category contained 50.8, 45.5 and 52.9 per cent of the high, medium and low work group members. From the data of Table VI it can be said that members of the sample did not consider that they were punished severely, but it is not possible to say if there was a common standard. A comparison of the objective data of Table V, and the subjective data of Table VI, shows that the former approach places more students in the severe category, and the latter approach places more in the moderate category of punishment.

The next step in the analysis of family experiences of the student sample population was to investigate the relationship between the reported attitude of the father to his work, and the degree of punishment experienced by the student sample members. The nature of parental identification and its relationship to the degree of punishment experienced by the student sample members was also investigated. The conclusions were compared with those of the McKinley (1964)

The null hypothesis for Table VII is that there is no difference between the reported attitude of the father to his work for groups categorised by the degree of punishment.

The null hypothesis for Table VIII is that there is no difference between the reported attitude of the father to his work and the nature of parental identification.

TABLE VII

The father's attitude to his work as reported by the student sample arranged into a classification determined by the degree of punishment.

Category of response to question "Does your father like his work?"	Category of punishment			
	mild	moderate	severe	
	%	%	%	Chi square
Yes	76.3	56.9	58.5	Mild with moderate 14.095*
Indifferent	8.8	22.4	19.5	Moderate with severe 13.369 *
No	6.1	15.5	0	Mild with severe 11.117 *
Don't know	8.8	5.2	22.0	* Significantly different at 95% level of significance.
Total	100	100	100	
N	114	58	41	

The null hypothesis was rejected for all groups.

The mild category of punishment has 76.3 per cent of its number reporting that the father likes his work. Of the moderate and severe categories 56.9 and 58.5 per cent respectively state that the father has a favourable attitude to his work. The "no" category of response to the question contained 6.1 per cent of the mild and 15.5 per cent of the moderate categories of punishment. Severity of punishment was moderate rather than mild in cases where the attitude to work was reported to be unfavourable.

Severe and moderate punishment was more typical than mild punishment (22.4 and 19.5 per cent compared with 8.8 per cent) when the reported attitude to work was stated as indifferent the differences were statistically significant

The percentage of those experiencing severe punishment was

highest for those who also reported a favourable work attitude of the father (58.5 per cent), the highest percentage categorised as a mild degree of punishment also reported a favourable attitude to work of the father 76.3 per cent)

A conclusion from the table would be tentative, but there is some evidence that mild patterns of punishment are associated with favourable work attitude on the part of the father, and this conclusion is in keeping with the findings on the same relationship by McKinley (1964).

The question was asked "Which parent from the point of view of personality do you think you most resemble?" Categories of answers were to be given from"mother", "father" or "neither really".

TABLE VIII

The nature of parental identification of the student sample, classified according to the reported attitude of the father to this work.

	nature of identification			
Category of reponse to question "Does your father like his work?"	Mother %	Father %	Neither really %	Chi Square
Yes	73.1	64.5	64.3	Mother with father 1.3507*
Indifferent	3.8	21.5	19. 0	Father with neither really .0459
No	7.7	7.5	7.2	Mother with neither really 7.898*
Don't Know	15.4	6.5	9.5	*Significantly different at 98% level of significance.
Total	100	100	100	
"	78	93	42	

The null hypothesis is rejected for the columns of "mother" and "father", and "mother" with "neither really".

Of those who state that they identify with the mother 73.1 per cent also report that the father likes his work. Of those who state that they identify with the father 21.5 per cent report that he is indifferent to his work and 7.5 per cent that he dislikes his work; 3.8 per cent report that they identify with the mother, and that the father is indifferent to his work. Although there were statistically significant differences between two of the groups, the data provide no evidence that a reported unfavourable attitude of the father to his work results in identification with the mother, on the contrary the indifferent category contains a higher percentage identifying with the father 21.5 per cent and not the mother 3.8 per cent. This conclusion does not support that made by McKinley (1964), but it must be remembered that his conclusion concerned the identification of the son with the mother, and this research deals with a student sample population of both sexes.

The attitude experienced by the student sample population of their parents to them, was considered to be an important factor in an examination of reference groups. The family is, after all, a major socialising agent, and an important reference group. In Questionnaire B, the student sample population was asked to place in a box the word, or words, they would use to describe their parents' attitude towards them. They were also asked to comment on ten statements which were descriptions of attitudes typical of parents to children. Each statement carried a score, and the method of scoring was to add together the scores of the attitudes of each parent and to average them. The justification of this method was that a high (favourable) score of one parent may be given with a low (unfavourable) score of the other. The true parental attitude would then be best described by the average. The averaged scores were also compared with

the word, or words, placed in the box to establish if the scores were similar to the attitude expressed by the word in the box. The averaged scores were rounded off to the nearest whole number, and borderline scores in each category were placed in one or other of the categories after a consideration of the word description expressed in the box. The statements each of which refers to both the father and mother were as follows and were scored from one to ten as shown:

Is very warm and affectionate to me	1
Is warm and affectionate to me	2
Thinks a great deal of me (proud of)	3
Accepts me as an equal	4
Does not seem to like me very much	5
Is critical of me	6
Is very critical of me	7
Dislikes me	8
Rejects me	9
Hates me	10

The categories of acceptance by parents, and the score for each category was as follows. The low acceptance by parents contains four scores, but it was not expected that many respondents would score ten, and so this range contained the four high scores.

Category of parental acceptance	Score
High	1-3
Medium	4-6
Low	7-10

The degree of acceptance by parents of the work group members is given in Table IX

The null hypothesis was that there was no difference in the degree of acceptance by parents experienced by members of the different work.

TABLE IX

The degree of acceptance by parents of the three work groups.

Degree of parental acceptance	level of work: high %	medium %	low %	Chi square
High	47.6	59.6	49.0	High with medium 5.284
Medium	22.2	25.2	17.7	Medium with low *
Low	30.2	15.2	33.3	High with low .394
Total	100	100	100	* Significantly different at 95% level of significance
N	63	99	51	

The null hypothesis was rejected for the medium and low work groups.

Approximately one half of each work group was in the category of high degree of acceptance by parents. The medium work groups have the lowest proportion of the three groups in the low acceptance by parents category (15.2 per cent). The high and low work groups have 30.2 and 33.3 per cent respectively of their number in this category. The medium category of acceptance by parents contains 22.2, 25.2 and 17.7 per cent of the high, medium and low work groups respectively.

Perhaps the most significant conclusion that can be drawn from the Table data is that 30.2 and 33.3 per cent of the high and low work groups experience a feeling that they are not accepted by their parents; the percentage is approximately one third of each group; for the medium work groups the category contains 15.2 per cent of their number.

The classification of acceptance by parents forms the base of much of the analysis of this research. It was hypothesised that such similar experiences in the parent reference group, would be related to similar attitudes to objects, e.g. attitudes to the college may depend upon the degree of parental acceptances of the student - rejected students reject the college.

The data so far have shown the student experiences of the parents towards them. Ten statements in Questionnaire B were descriptions of attitudes to parents. Each description was given a score, and each description applied to both parents. The scores for each parent were averaged, and placed in categories of high, medium and low, using the same scoring system as for the degree of acceptance by parents.

I am very loving and warm towards my father	1
I am very warm and loving towards my mother	1
I am warm and loving towards my father	2
I am warm and loving towards my mother	2
I think a great deal of my father	3
I think a great deal of my mother	3
I treat my father as an equal	4
I treat my mother as an equal	4
I do not like my father very much	5
I do not like my mother very much	5
I am critical of my father	6
I am critical of my mother	6
I am very critical of my father	7
I am very critical of my mother	7
I dislike my father	8
I dislike my mother	8

I reject my father	9
I reject my mother	9
I hate my father	10
I hate my mother	10

The attitudes of members of the work groups to their parents is given in Table X

The null hypothesis was that there was no difference between the attitudes to parents of the work groups.

TABLE X

The attitude of members of the three work groups toward their parents.

	level of work				
Category of attitude to parents	High %	Medium %	Low %	Chi square	
Favourable	14.3	62.6	64.7	High with medium	36.544*
Average	85.7	37.4	35.3	Medium with low	.063
Unfavourable	0	0	0	High with low	30.792*
Total	100	100	100	* Significantly different at	
N	63	99	51	95% level of significance.	

The null hypothesis was rejected for the high and medium and high and low work groups.

No responses revealed unfavourable acceptance of parents. The high work groups differed significantly from the other two groups in having a higher proportion in the average category (85.7 percent) than in the favourable category (14.3 per cent).

Conclusions from the data of the table are that the student sample had favourable attitudes towards their parents. That no student response was in the unfavourable attitude to parents category was significant. The student sample population did not reject their parents, although for 30.2 per cent of the high, 15.2 per cent of the medium and 33.3 per cent of the low work group members there was evidence that they experienced a low degree of acceptance by their parents. This finding is in keeping with that of the Venables (1967) research who reported that first year male students at a technical college gave stated favourable attitude toward their parents. The conclusion was based on the analysis of essays, whilst the similar conclusion of this research was not.

General conclusions based on the data of all the tables of this section of the work are that the parent reference group was accepted by the student sample. There was evidence that severe punishment was experienced by 20.6, 15.2 and 25.5 per cent of the high, medium and low work groups, but in the whole the student sample population did not feel they were unduly punished.

Reported work attitudes of the father were positively related to social class and to a limited extent (the data were not altogether conclusive) to the degree of punishment experienced by the student population, and that favourable work attitudes were associated more with mild rather than with severe punishment. Parental identification when related to reported work attitudes of the father was difficult to formulate into a conclusion, except to state that negative reported work attitude of the father did not mean that identification took place with the mother.

2. Social class as reference group.

A study of the family in contemporary society would seem to be at some stage, a study of social class. A study of the behaviour of individuals often involves the study of the type of socialisation patterns which are experienced by the individuals. Farmer (1970), states "the life chances, and the goals and their underlying values, differ by social stratum. They influence and are reflected in the differing socialisation regimes, regimes which operate so that appropriate values become internalised, for the ends of socialisation are seen from divergent perspectives." (P.95). It would seem that what Farmer is stating is that each social stratum has different goals and values, and that these goals and values become part of the individuals personality. Farmer (1970 p.91) points out that there is a danger of oversimplification of the class system by simply classifying British society as working and middle class; there are, states the author, a number of sub strata in each social class group, and some of their values overlap.

As a generalisation, based on the work of Farmer (1970) and Raynor (1969), one may say that the values of the middle class include achievement, long term perspectives, and a desire to be able to express feelings with a competent degree of verbal skill. The values of the working class, based on the work of Farmer (1970) and Rose (1968) are seen to be those based on the pursuit of pleasure, and are usually those lacking in rationality; they include a "live for to-day" philosophy, and an attitude that work is a means, and not an end in life. In this research social class is accepted as a variable in the educative process.

Farmer (1970 p.104) states that all the major studies of the relationship between influences and achievement shows the importance of

parental attitudes for the individual's maximum educational attainment.

The student sample population was looked at from the perspective of social class. It was assumed that if parents were a reference group then their values would be accepeted. It was hypothesised that social class groups could be seen as reference groups, and data were obtained on the social class attitudes of the sample. Questionnaire G dealt with aspects of social class. No attempt was made to analyse statistically the responses to questions 1 - 6, because what was required at this stage was an overall picture of the understanding of the social class system by the sample population.

Question 1 asked "How many social class groups would you say there are in this country? Can you name them?

68 per cent of the sample stated there were 3 social glass groups.
13 per cent of the sample stated there were 4 social calss groups.
17 per cent of the sample stated there were 5 social class groups.
2 per cent of the sample stated there were 6 or more social class groups.

Of those who stated that there were three social class groups all could name them, and the categories listed were either upper, middle and working, or upper, middle and lower. The 13 per cent who stated that there were four categories gave either "very rich" or "aristocrat" as the additional category. The five categories of social class were given as upper, upper middle, middle, lower middle and working. Those who stated that there were six or more social class groups in British Society were all members of the low work groups, and gave no information on what these social class groups were. It can be tentatively suggested that the student sample members were aware of social class groupings in this country, although only 17.0 per cent gave the generally accept-

ed division into five social class groups.

Question 2 asked "Which of the class groups do you consider you belong to?", and Question 3 asked "Which of the class groups do you consider your parents belong to?" The response to Question 2 was as follows:-

1% stated they belonged to the aristocratic class.
10% stated they belonged to the upper middle class.
52% stated they belonged to the middle class.
13% stated they belonged to the lower middle class.
10% stated they belonged to the working class.
4% of the reponses were unclassifiable.

10 per cent of the student sample placed their parents in a different social class group from themselves, in response to Question 3, and the parents were placed with four exceptions into a higher social class group.

Tentative conclusions on the data are that the student sample members were able to place themselves in a social class category; the category was for 75.0 per cent of the sample a middle class one. The placing of parents into a higher social class category than that of the respondents own social class category, could be attributed to the ex-public school students who finding themselves on an engineering course felt that their eventual social class position would be lower than that of their parents. It is surprising to find that 1.0% considered that they belonged to the aristocratic class, but again the ex-public school students in the sample might account for this phenomenon.

In Question 4 the student sample population was asked to consid-

er four statements, and to indicate by means of a tick whether they strongly agree, agreed, were neutral, disagreed or strongly disagreed with the statements.

The statements were that, if an individual contemplates moving into another class group he should:-

1. Attempt to improve his education.
2. Attempt to change his speech.
3. Attempt to improve his financial position.
4. Attempt to improve his occupation.

The responses to these statements were as follows:-

Statement.	Category of Response.					
	Strongly Agree.	Agree.	Neutral.	Disagree.	Strongly Disagree.	Total
	%	%	%	%	%	%
1	0	47	42	18	0	97
2	0	45	40	15	0	100
3	0	18	52	30	0	100
4	0	40	34	26	0	100

No student either strongly agreed or strongly disagreed with the statements. For some reason the reponses to the first statement were not filled in by 3.0 per cent of the sample. The highest percentage of responses was in the agree category with the exception of Statement (3) which related to financial position. It can be tentatively concluded from the data that the student sample population on the whole, had a limited understanding of the social class system. On the other hand, the data can be seen as a statement about what the

sample population thought about the social class system, in which case it can be stated that fewer than one half agreed with the statements.

Question 5 was devised to measure the understanding of social class even further; it asked "What class group would you like to belong to?" and "What are the reasons for your choice?"

The responses to the first part of the Question were as follows:-

Social class group stated	Percentage of total (n=213)
Aristocratic	1
Upper Middle	15
Middle	48
Lower Middle	13
Working	10
Unclassifiable	13
Total	100

These responses if compared with the responses to the question "Which of the class groups do you consider you belong to?" show that most of the student sample population wished to remain in the social class group to which they considered they belong. Unclassifiable responses increased from 4.0 to 13.0 per cent, and were usually of the order "it's snobbery" "I don't want it" which suggests the reasons given to the second open ended question were of the order "want money" and "more happiness", but the statement "happy as I am" was mentioned in some form or other many times.

In Question 6 it was stated "If an individual wants to do the things that I want to do in the future, he should obtain the follo-

wing qualifications." The qualifications given were 5 certificates in Secondary education (grades 1-3), 5 general certificates in education certificates at '0' level, 1-3 'A' level general certificates in education, and "a professional/technical qualification which is....." The student sample population was asked to place a tick after the appropriate qualification, or state the qualification required. The question was designed to test the level of experience of the student sample.

The responses were as follows:-

Qualification	Percentage of total qualification was mentioned (n=213)
5 certificates in secondary education (grades 1-3)	14
5 general certificates in education '0' level	14
3 general certificates in education 'A' level	57
Professional/technical qualifications	43

The percentages do not total 100 per cent, because some categories were ticked twice, and each statement was quantitied as a percentage of the whole in each case. A relatively large number (57.0 per cent) stated that they wished to obtain three general certificates in education at "A" level, and the choice appeared to be independent of the course the student was actually on, for no student in the sample was in an "A" level course. Professional qualifications ranged from a "a law degree" to "an engineering degree", but the general impression was that the courses that the college provides, and presumably that the students were in, were those that led to the desired qualifications in the professional/technical cate-

gory. The exceptions were those 14.0 per cent who desired three certificates in secondary education, and the 57.0 per cent who desired three general certificates of education at "A" level. Apart from a suspicion that the three "A" levels are recognised as the entrance qualifications to university, and that attending a university might be seen as desirable to those who desired the "A" levels, no other theory is advanced on these categories of response.

The general picture which emerged from the responses to Questions 1 - 6 (and it must be stated that it is a general picture) is of a student sample population who did not think of themselves as, or want to be, working class. Their understanding of the social system was "fairly sound": the term cannot really be more accurately defined.

If social class groups were reference groups for the student population sample, and remembering that they thought they belonged to and wished to belong to, the middle class, then it can be tentatively suggested that at least they had some idea of what was involved by membership in this group in so far as they required educational qualificiations.

The remainder of the questions in Questionnaire G dealt with the social class composition of the student sample, and their class values. The relationship between social class, and the degree of acceptance by parents was also investigated.

The occupations of the father were given in response to Question 8, Questionnaire G.1. The occupations were then placed into one of the seven categories of the Hall Jones scale of occupational prestige for males. The seven social class groups provided by the scale are as follows:-

Class 1 Professionally qualified and High Administrative.

Class 2 Managerial and executative (with some responsibility for directing and initiating policy).

Class 3 Inspectional, supervisory and other non manual (Higher grade)

Class 4 Inspectional, supervisory, and other non manual (lower grade)

Class 5 (a) Routine Grades of non manual work.

Class 5 (b) Skilled Manual.

Class 6 Manual, semi-skilled.

Class 7 Manual, routine.

The Scale was reproduced in detail by Oppenheim (1966 pp.276-284) from where these categories were taken and is given in Appendix 11 of this research. The author stresses that the coder must ".....thoroughly acquaint himself with its contents and divisions and not regard it merely as a general guide." (p.276) As suggested by Oppenheim, every occupation was looked up on the scale, and the special section at the end of the table which covered categories which might be difficult to rate, i.e. Foreman - the number of "hands" he is in charge of determines his class rating, was referred to where necessary. Although the Question asked for details of the father's occupation, the responses were extremely brief, and this did mean that in some cases the occupational scale had to be estimated, e.g. if the

category foreman was simply stated as such, it was assumed that the number of "hands" was the average number of hands given in the final section of the Hall-Jones scale. The number of instances was small, approximately ten out of the total sample number of 213.

The social class composition of the course level groups is given in Table XI.

The null hypothesis was that there was no difference in the social class composition of the work groups.

TABLE XI

The Social class composition of the three work groups.

Hall-Jones social class grade	level of work			
	High	Medium	Low	
	%	%	%	Chi Square
1	4.7	9.1	0	High with medium 13.979*
2	15.9	32.2	0	Medium with low 35.147*
3	27.0	16.2	13.7	High with low 25.412*
4	14.3	17.2	25.5	
5	28.6	15.2	27.5	*Significantly different
6	9.5	6.1	19.6	at 95% level of
7	0	4.0	13.7	significance
Total	100	100	100	
N	63	99	51	

The null hypothesis was rejected for all groups.

There were more of social class group 7 as a percentage in the low work groups than for any other group; the same was true of social class group 6 and the difference was statistically significant.

The brief table given below simplifies the class structure of the groups:

Class groups	high	medium	low work groups.
1 - 3	47.6	57.5	13.7
4 - 5	42.9	32.4	53.0
6 - 7	9.5	10.1	33.3

The table shows that the upper classes are representated in the sample. Venables (1967) also made the same conclusion on a sample of 600 first year students at a technical college.

The low work groups had less of their number in the top three class groups than did the other groups. The high work groups had the lowest percentage (9.5 per cent) of the three groups in social class groups 6 - 7. The medium work groups had the highest proportion (57.5 per cent) in social class groups 1 - 3. All such differences were statistically significant.

The working class can be regarded as social class groups 5 - 7, which means that 38.1, 25.3 and 63.8 per cent of the high, medium and low work groups were in this category.

It is one thing to belong to a social class group, because of the occupation of the father, but it need not follow that the values of this social class group are accepted. Then statements based on the work of Raynor (1967) and Rose (1968) were given in Questionnaire G, and the student sample was asked to comment on them by stating that they were either true or false. The statements were as follows:

People who live in council houses simply have not tried to get on.

The ability to speak "properly" is not really an advantage in getting on in life.

If you want it, save up for it.

Most people in Britain are middle class.

Reward follows effort.

Success has little to do with formal education.

If you have money you are as good as anybody else.

"If you have it spend it" is a good attitude to have to money.

Work gives meaning to life.

Ambition is good for a person.

Scoring was carried out on the basis that each statement was given a working class score of one and if the responses were as follows it was considered as a working class score: false, false, false, true, false, false, true, true, flase, false. In this way a working class score of between one to ten would be obtained.

The scores were calculated, and the results compared for the work groups.

The null hypothesis was that there was no difference between the working class scores of the work groups.

TABLE XII

The scores of the three work groups on the scale of working class values.

	Level of Work.			
Working Class Value Score	High %	Medium %	Low %	chi square
Low 1	0	6.1	0	high with medium 15.419

Working Class value score	Level of Work: High %	Medium %	Low %	Chi Square
2	14.3	14.1	0	Medium with low 71.087*
3	34.9	31.3	5.9	High with low 50.033*
4	31.8	27.3	13.7	
5	0	12.1	9.8	* Significantly different
6	9.5	3.0	45.1	at 95% level of signi-
7	9.5.	6.1	13.7	ficance.
8	0	0	11.8	
9	0	0	0	
High 10	0	0	0	
Total	100	100	100	
N	63	99	51.	

The null hypothesis was rejected for the medium and low, and high and low work groups.

Low working class scores of one to three were obtained by 49.2., and 51.5 and 5.9 per cent of the high, medium and low work groups. 11.8 per cent of the low work groups obtained the high eight score, and no other group had a member with a score in this category. Scores of between four and seven, which can be considered as the medium range of working class scores, were obtained by 50.8, 48.5 and 82.5 per cent of the high and low work groups. The low work groups differed from the other two groups in being the only one to have a percentage of their number in the high eight category, and the lowest percentage (5.9 per cent) in the low working class values score of one to three. The differences were statistically significant. General conclusions from the table data are that the high and medium level work groups had 49.2. and 51.5 per cent of their number obtaining

low working class scores. Put another way it can be said that half of these groups had middle class values. The relationship between the social class of the father, and the degree of acceptance by parents was investigated.

The null hypothesis was that there was no difference between the social class grades of the father between groups categorised by the degree of parental acceptance.

TABLE XIII

The degree of acceptance by parents of the student sample.

	Degree of acceptance by parents			
Hall-Jones Social Class Guide	High %	Medium %	Low %	Chi Square
1	5.3	12.5	0	High with medium 7.252
2	26.3	22.8	2.0	Medium with low 31.658*
3	24.5	18.8	5.9	High with low 45.084*
4	19.3	18.8	15.7	
5	16.7	10.4	45.1	* Significantly differ-
6	4.4	12.5	21.6	ent at 95% level of
7	3.5	14.2	9.7	significance
Total	100	100	100	
N	114	48	51	

The null hypothesis was rejected for the medium and low, and high and low groups.

Social class grades 1-3 had 56.1 per cent in the high, 54.1 per cent in the medium and 23.6 per cent in the low acceptance by parents category. The social differences between the high, medium and low degree of acceptance groups was statistically significant, and it

can be stated that high social class meant high acceptance by parents . The social class grades 5 - 7 had 24.6, 37.1 and 76.4 per cent in the high medium and low level acceptance by parents groups respectively, and as these social class grades can be considered as working class ones, it can be stated the low social class is associated with a low degree of acceptance by parents. Social class group 4 which can be considered as a low middle calss group has no major differences between the high, medium and low acceptance by parents categories (19.3, 18.8 and 15.7 per cent respectively).

This section of the work showed that the student sample had only a limited understanding of the concept of social class. Some ten per cent of the sample considered they were working class. Most considered that they were in the social class group they wished to belong to namely the middle class.

The high and medium work groups had less of their number classified as working class than did the low work groups. Members of the former groups seemed to think they were middle class, and for the most part were. The class values of the social class groups were different for the work groups. The low work groups had more of their number obtaining high working class scores than did the other two groups. It can be stated that membership of a social class group would imply acceptance of its values. The working class scale was basically a scale of values, and if these values were practised as well as believed in, then social class groups were, in the terms of this research, reference groups.

The relationship between the degree of acceptance by parents and social class was clear. High social class meant high acceptance by parents and low social class meant low acceptance by parents.

3. The reference groups of adults, coevals and parents.

The college student is part of his course group; he is one of its number. He may look favourably upon the members of his course group, whilst he has an unfavourable attitude towards his peers, whom he meets outside the college. On the other hand, the student may be influenced more by the adult generation than by his own.

Three groups, the student course group, peer groups and the adult group are possible reference groups for the student.

Musgrove, (1968 1964) in a study of intergeneration attitudes, reviewed the work of American Social Scientists, such as Riesman and Mead who, he states, emphasize the peer group solidarity of adolescents, and the rejection of their parent's values and standards. Musgrove states that he assumed, when he began his enquiry into the attitudes of adolescents to their parents and peers, that he would find that the advance of adolescent age would mean a rejection of parents in favour of peers. He concludes in his enquiry, that the prediction, that between late childhood and early adolescence there would be a movement away from parents, was 'less uniform" than had been expected (p.103) The author found that there was a peak age period of hostility towards parents of the same sex, which was 15 years of age for boys, and 14 for girls. He also found little support for the theory that adolescents would show increasing hostility towards parents and increasing approval towards peers. "Their approving statements about their peers were no more frequent than their approving statements about adults in general....." (p.104). Musgrove's inquiry looked at the differences in age groups, of the attitudes to parents and peers, in far more detail than does this research, but his basic theme of looking at the attitudes of the adolescent to others, is followed for this research.

Questionnaire D contained questions which were designed to measure student attitudes to others. Open ended sentences were given in the Questionnaire which the student was asked to complete. The beginnings of the sentences were:-

At most parties I have attended, people there of my own age group act as if .....

Other people are .....

At most parties I have attended, people there who are older (by ten years or more) act as if .....

Policemen are .....

Bosses are (or I expect them to be) .....

The assumption behind the use of the technique was that the completed sentences would show a degree of hostility, or acceptance to others in general. Each sentence was scored on a hostility score of 0, 1, or 2; the 0 score indicated a non hostile, the 1 score a hostile, and the 2 score a very hostile attitude to others. A Hostility score one to ten was therefore possible for members of the student sample. The responses of the three course level work groups were compared.

The null hypothesis was that there was no difference in the attitude score of the groups.

TABLE XIV

The degree of hostility to others of the three work groups.

	Level of Work.			
Degree of hostility to others.	High	Medium	Low	
	%	%	%	Chi Square
Low 1	0	0	0	High with medium 12.813

Degree of hostility to others		High %	Medium %	Low %	Chi square
	2	0	3.0	0	Medium with low 23.599*
	3	9.5.	3.0	17.6	High with low 24.591*
	4	7.9	14.1	21.6	
	5	25.4	31.3	37.3	
	6	30.3	31.3	7.8	
	7	7.9	11.2	15.7	
	8	19.0	6.1	0	
	9	0	0	0	
High	10	0	0	0	
	Total	100	100	100	
	n	63	99	51	

* Significantly different at 95% level of significance.

The null hypothesis was rejected for the medium and low and the high and low work groups.

Low hostility scores of one to three were obtained by 9.5.per cent, 6.0 per cent and 17.6 per cent of the high, medium and low work groups respectively. High hostility scores of eight to ten were obtained by 19.0 per cent, 6.1 per cent and nil per cent of the high, medium and low work groups respectively. The low work group members had a more favourable attitude to others, than did the high work group members who had 19.0 per cent of their number in the eight score category. Scores of between four and seven were obtained by 71.5 per cent of the high, 87.9 per cent of the medium and 82.4 per cent of the low level course groups. Such scores can be seen as indicating a "medium" degree of hostility to others.

The student sample population were asked to describe their attitudes to a) their own age group and b) most adults and the attitude

descriptions were to be selected from twelve words, which were arranged as follows:-

Admiration		
Indifference		Love
Toleration		Affection
Liking		Boredom
Uninterested	Rejection	
Hate		Criticism
	Disapproval	

The assumption behind the approach, was to make the respondent consider, by looking at the given words, the best description of his attitudes to his coevals and adult group. Each description was given a score, which was as follows: Love 1, admiration 2, affection 3, liking 4, toleration 5, indifference 6, bordeom 7 uninterested 8, criticism 9, disapproval 10, rejection 11, hate 12. Each respondent could obtain a score of between one and twelve, which represented his attitude to his own age group and adults; the low scorers being those expressing approval, the high scorers those expressing disapproval. The scores of the course level groups were compared.

The null hypothesis was that there was no difference in the attitude to their coevals and most adults of the course level groups.

The scores to both own age group, and most adults are considered together.

TABLE XV

The attitude of the three work groups to their coevals

Attitude to peer group		Level of Work: High %	Medium %	Low %	Chi square
Favourable	1	0	0	0	
	2	14.3	15.2	11.8	High with medium 24.965*
	3	11.1	0	27.5	
	4	31.7	47.5	43.1	Medium with low 35.763*
	5	28.6	16.1	11.8	
	6	0	12.1	0	High with low 12.403
	7	0	0	0	
	8	7.9	6.1	5.8	* Significantly different
	9	6.4	3.0	0	at 95% level of
	10	0	0	0	significance
	11	0	0	0	
Unfavourable	12	0	0	0	
Total		100	100	100	
n		63	99	51	

TABLE XVI

The attitude of the three work groups to most adults.

Attitude to most adults		Level of Work: High %	Medium %	Low %	Chi square
Favourable	1	0	0	0	
	2	4.8	21.2	11.8	High with medium 37.430*
	3	4.8	8.1	7.8	Medium with low 17.816
	4	50.8	19.2	9.8	High with low 43.189*
	5	20.6	29.3	27.5	
	6	0	13.1	17.6	

Attitude to most adults		High	Medium	Low	
		%	%	%	Chi square
	7	0	3.1	15.7	
	8	9.5	2.0	9.8	
	9	9.5	4.0	0	
	10	0	0	0	* Significantly different
	11	0	0	0	at 95% level of
Unfavourable	12	0	0	0	significance
	Total	100	100	100	
	N	63	99	51	

TABLE XV

The null hypothesis was rejected for the high and medium and low work groups.

TABLE XVI

The null hypothesis was rejected for the high and medium and high and low work groups.

Favourable attitudes to members of their coevals (scores of one to three) were obtained by 25 per cent of the high, 15.2 per cent of the medium, and 39.3 per cent of the low work groups. The comparative percentages of the respective groups in the same categories of favourable attitudes to adults were 9.6, 29.3 and 19.6 per cent. It would appear from these figures that the high work groups had more of their number favouring their coevals rather than adults; this was also true for the low work groups; the medium work groups increased their percentage from 15.2 to 39.3. per cent in the same favourable category, which meant that some of their number had a more favourable attitude to adults than to their coevals.

No members of the student sample were in the unfavourable attitude categories of ten to twelve towards either group. Scores of eight and nine, which indicated unfavourable attitudes towards their own age groups, were obtained by 14.3 per cent of the high 9.1 per cent of the medium and 5.8 per cent of the low work groups; the comparative percentages in these categories for the same groups in their attitudes to adults were 19.0, 6.0 and 9.8 per cent.

The percentages are not startlingly different, but the high work groups had a higher percentage expressing un-favourable attitudes to both groups.

The "medium" scores of four to seven were obtained by 60.3 per cent of the high, 75.7 per cent of the medium and 54.9 per cent of the low work groups in the attitude to their coevals; the corresponding figures which broadly represent "medium" attitudes to adults were 71.4., 64.7, and 70.6. per cent of the respective groups. Such figures differ by some ten per cent, for each group, in favour of adults in the high and low work groups, and in favour of coevals in the case of medium level groups.

A social distance scale was constructed by Musgrove (1968 1964 p.91) to show attitudes of adoloescents to adults and their coevals. This scale was used in this research. The responses to the statements of each course group are given in Table XVII

The null hypothesis was that there was no difference in the choice of adults and adolescents as leisure time companions of the work groups.

TABLE XVII

The choice of leisure time companions of the three work groups.

STATEMENTS	Level of Work High %	Medium %	Low %	C Chi Square.
1. I should like to spend all my spare time with people of my own age, and with no one else	4.8	0	0	High with medium 8.335
2. I should like to spend a good deal of my spare time with people of my own age, but not all of it	85.7	90.9	88.3	Medium with low 3.970
3. I don't mind people of my own age being around, but don't want too much to do with them	6.3	9.1	7.8	High with low 2.584
4. I don't mind having people of my own age around just once in awhile	3.2	0	3.9	
5. I like it best when people of my own age aren't around at all	0	0	0	
TOTAL	100	100	100	
N	63	99	51	

The null hypothesis was accepted for all groups.

General conclusions from the data, are that a small 4.8 per cent of the high work group wish to be with their coevals during all their spare time. By far the largest proportion of each work group, 85.7 per cent of the high, 90.9 per cent of the medium, and 88.3. per cent of the low, agreed with statement 2, "I should like to spend a good deal of my spare time with people of my own age but not all of it."

9.5 per cent of the high, 9.1 per cent of the medium and 11.7 per cent of the low level groups gave unfavourable attitudes to spending leisure time with their own age group (Statements 3 and 4).

Musgrove's (1968 1964) conclusions were based on several such scales, which gave attitudes to spending spare time with adults (over 30), and people (over 65) and to people of the subjects own age by various child and adolescent age groups. One conclusion of his is that "....young adolescents (age 14 and 15) had adults at a significantly (p.94) greater social distance than their coevals." would seem relevant to this thesis.

Musgrove (1968 1964) states "he would predict that in the period between late childhood and early adolescenee "....boys and girls would increasingly prefer the company of their coevals to their parents, as leisure time companions....." (p.103) it would also appear from the data of Table XVII that the trend continues to increase as age increases.

Two further Questions were intended to measure the extent of age group associations. The first Question asked the student sample

members - to state their ideal age. The hypothesis here was that the ideal age given would indicate the age group that the repondent desired to be in. There were three categories of response, "Over 21", "own age", and "under own age". The own age category was classified as that age, which when compared with the the respondent's stated age, was either identical with it, or between it and age 21. The under own age category was classified by comparing the respondent's stated age with his "ideal" age.

The responses to this Question were compared in the work groups.

The null hypothesis was, that there was no difference in the responses to the stated ideal age of the work groups.

TABLE XVIII

The stated"ideal age " of the three work groups.

Ideal Age Category	Course Level of Work			
	High	Medium	Low	
	%	%	%	Chi Square
Over 21	65.1	8.1	11.8	High with medium 70.407 *
Own age	34.9	41.4	88.2	Medium with low 36.542*
Under own age	0	50.5	0	High with low 33.063 *
Total	100	100	100	* Significantly differ-
N	63	99	51	ent at 95% level of significance.

The null hypothesis was rejected for all groups.

The results are surprising. It is not easy to guess why the medium work group members think that the ideal age is under their own.

The high work groups stand alone with 65.1 per cent of their number preferring to be over 21; admittedly their number would contain a high proportion of those, certainly in the Higher National Diploma groups who would be nearer to 21, than members of the other groups. The low work groups have 88.2 per cent of their number preferring to be their own age. It is admitted that it is difficult to form an hypothesis from the data, but it can be tentatively stated, that most of the student sample consider that they are either, or have been at, the ideal age, but the exception is the 65.1 per cent of the high work groups who think that "over 21" is the ideal age.

The other Question which related to own age group associations was "Do you generally mix with college students after college hours?" The responses to this question were arranged into three main groupings, so that they could be compared. The groups were work groups, groups based on type of college attendance, and groups characterised by the degree of acceptance by parents.

The null hypothesis for all three groups was that there was no difference in the responses between each group category.

TABLE XIX

Responses of the three work groups to the Question "Do you mix with college students after college hours?"

	Course Level of Work			
Category of answer	High	Medium	Low	
	%	%	%	Chi Square
Yes	55.6	62.6	15.7	High with medium 0.801
No	44.4	37.4	84.3	Medium with low 29.799 **
Total	100	100	100	High with low 29.799 **
N	63	99	51	

* Significantly different at 95% level of significance.

The null hypothesis was rejected for the medium and low and high and low work groups.

Mixing "after hours" took place more with the medium work groups than any other; more than one half of the high work groups apparently met outside college, but a low proportion, 15.7. per cent of the low level work group members did so.

TABLE XX

Responses of the groups categorised by the type of college attendance to the Question "Do you mix with college students after college hours?"

	Type of College attendance			
Category of answer.	Full time.	Block release.	Day release	
	%	%	%	Chi square
Yes	50	67.7	13.7	High with medium 5.132 *
No	50	32.3	86.3	Medium with low
Total	100	100	100	38.840 *
N	66	96	51	High with low 16.825 *

* Significantly different at 95% level significancce.

The null hypothesis was rejected for all three groups.

The block release courses have a a larger proportion of their numbers who meet after college hours than any other of the groups, and day release courses have the lowest proportion 13.7 per cent who meet after college hours. The differences are statistically signifi-

cant.

TABLE XXI

Responses of the groups categorised by the degree of acceptance by parents to the Question "Do you mix with College students after college hours?"

	Degree of Parental Acceptance.			
Category of Answer	High	Medium	Low	
	%	%	%	Chi Square
Yes	35.1	62.5	68.6	High with medium 10.343*
No	64.9	37.5	31.4	Medium with low 0.412
Total	100	100	100	High with low 15.957*
N	114	48	51	

* Significantly different at 95% level of significance.

The null hypothesis was rejected for the high and medium and high and low degree of acceptance by parents groups.

Conclusions from the data are self evident. Groups characterised by a high degree of acceptance by parents have the lowest percentage of the three groups meeting students after college hours; groups characterised by a low degree of acceptance by parents have a high percentage of their number who meet after college hours. Perhaps for those individuals who feel rejected by their parents, the company of college students is desirable.

The final Question in Questionnaire D asked the student sample to comment on eight statements, by placing a tick after those statements they agreed with. The statements related to the opinions of adults and friends. The statements and the responses to them are given

in Table XXII.

Statements (a) - (e) are statements on the relationship of the students with their friends and parents; statements (f) - (n) are statements which are on the value of opinions of parents and friends. The set of statements are analysed separately.

The null hypothesis was that there was no difference in the responses to the statements of the work groups.

TABLE XXII

Responses of the three work groups to the statements on the relationship with parents and friends.

	Level of Work.			
STATEMENTS	High	Medium	Low	
	%	%	%	Chi Square.
a) My parents agree with me on most matters so do my friends	60.3	54,3	27.6	High with medium 9.385
b) My parents agree with me on most matters, I have few friends.	0	7.2	4.3	medium with low 12.358
c) My parents agree with me on most matters but my friends do not	5.2	9.6	12.8	
d) My parents do not agree with me on most matters, and neither do my friends.	0	4.8	17.0	High with low 20.259 **

STATEMENTS	High %	Medium %	Low %	
e) My parents do not agree with me on most matters, but my friends do.	34.5	24.1	38.3	* Significantly different at 95% of significance
Total	100	100	100	
N	58	83	47	
f) I value the opinions of my friends more than that of my parents	36.5	12.1	13.7	High with medium 14.889*
g) I value the opinions of my parents more than that of my friends	44.4	51.5	21.6	Medium with low 13.249 *
h) I am indifferent to the opinions of my parents and friends	19.1	36.4	64.7	High with low 24.755 *
Total	100	100	100	
N	63	99	51	* Significantly different at 95% level of significance.

The statements were analysed separately.

The null hypothesis was rejected for the high and low work groups in the first section of the table.

The null hypothesis for all work groups in the second

section of the work was rejected.

The responses to the first section of the table did not include the entire student sample for in each group there were some students who did not place a tick against any of the statements. The data of this section of the table show that the highest percentage of the high and medium work groups 60.3 and 54.2 per cent respectively, stated that both the parents and friends agreed with them on most matters. The low work groups had the lowest percentage of the three groups in this category (27.7 per cent) and the difference was statistically significant. The low work groups, had 17.0 per cent of their number stating that neither friends or parents agreed with them on most matters, and no member of the high, and only 4.8 per cent of the medium course groups were in this category. 34.5, 24.1 and 38.3 per cent of the respective groups stated that their parents did not agree with them on most matters but their friends did, and this category of statement contained the second highest percentage, of all groups.

Data from the second section of the table showed that the low work groups had a large 64.7 per cent of their number stating that they were indifferent to the opinions of their parents and friends and presumably these students neither can be considered as a reference group. In each work group a higher percentage stated that they valued the opinions of parents more highly than the opinions of friends. The highest percentage of the high and medium work group 44.4 and 51.5 per cent respectively, stated they valued the opinion of parents more highly than those of friends.

The general picture which emerged from the table was of a student population who had parents and friends agreeing with them on most matters, and who for the most part accepted the opinions of

parents rather than friends.

The general conclusions on the data provided by Tables XIV-XXII are of a student sample in which the high work groups have the most and the low work groups the least, anti social attitudes to others in general. The high work groups had more of their number expressing favourable attitudes to their peers than did the low work groups. Attitudes to adults and peers were not very different for members of the sample. Students preferred to spend their time with their coevals rather than with adults. Mixing with students after college hours was typical for the high and medium but not the low work groups, and this last group was also generally indifferent to the opinions of parents and friends.

The significance of the data findings to reference group is contained in the following statements which are of a tentative nature.

1. High and low work groups rather than medium are more likely to have coevals rather than adults as reference groups, if favourable opinions to them can be taken to mean that they are reference groups.

2. The above statement is substantiated in the case of the high work groups by the fact that 55.6 per cent of their number meet after college hours, but the low work groups have only 15.7 per cent who do this which suggests that the college student group is not an important reference group for the low work groups.

3. Parents and "friends" seem to occupy equal importance for high and medium work groups, but the parent's opinions are valued over those of friends which suggests that for these groups the parents are the main reference groups.

4. Low work groups seem to be less influenced by both parents and firends and for these groups perhaps there is a different reference group which is influential.

4. The student role, and the course group as reference group.

For some students attendance at the College of Further Education was compulsory, in that it was a condition of their apprenticeship; for others attendance was on a voluntary basis.

The first question of the Questionnaire asked "Why do you come to college?" It was an open ended question, and it was thought that responses to it would be spontaneous. Responses to the question were sometimes a little odd, "to work", "told to", "to meet my friends", for example. However it was found that over two thirds of all responses with the exception of those of the low level courses, could be described as the desire for qualifications either to enter a given career, or to progress further in a chosen career. The exception to this general statement, were the low work courses, in whose case, over two thirds stated in one form, or another "have to" as a reason for attending the college. To be fair to members of these groups, usually there were also such added comments as, "...but I like it" or "you learn things you don't learn at work".

Attitudes to College attendance, were examined in the work groups. The hypothesis was that such attitudes would be in themselves partly the result of attitudes of others to College attendance. In the previous section it was stated that parental attitudes to education were seen to be a factor in educational achievement, and the work of Farmer (1970) was cited as evidence of such a relationship, when the author referred to the goals of the various social class groups, which this research considers as parental goals. If the opinions of others

matter to an individual, then such opinions on education are likely to influence the individuals attitudes to education. Evidence for this statement can be found in studies that investigate the relationship between the home and the school, an example of which is the research by Douglass (1964) into parent attitudes to education as they influence the individual in the school.

In this research it was suggested that the opinions of an individual's reference groups influence him, and that the individual can have several reference groups, of which two important ones are coevals and parent groups. Questionnaire Q contained questions which investigated the attitudes of some others to the student attending College. Responses to these questions were compared in each of the work groups.

The null hypothesis in each case, was that there was no difference in the responses of each group.

TABLE XXIII

Responses of the three work groups to the Question "How do you feel about coming to College?"

	Course level of work.			
Response to Question	High	Medium	Low	
	%	%	%	Chi square
Strongly approve	22.2.	59.6	5.9	High with medium 29.471*
Approve	65.2	30.3	37.2	Medium with low 52.302 *
Indifferent	6.3	10.1	56.9	High with low 37.274 *
Disapprove	6.3	0.3	0	
Strongly disapprove	0	0	0	* Significantly different
Total	100	100	100	at 95% level of
N	63	99	51	significance.

The null hypothesis was rejected for all groups.

The majority of the medium work groups strongly approved of college attendance; the low work groups had some 5.9 per cent of their number in this category. The categories "strongly approve" and "approve" contained 87.4 per cent of the high, 89.9 per cent of the medium and 43.1 per cent of the low work course groups. The "indifferent" category contained over one half of the low level course groups; the "disapprove" category contained 6.3. per cent of the high level courses. With the exception of the low work course groups, a large proportion of the groups approved of college attendance.

TABLE XXIV

Responses of the three work groups to the Question "What do your parents think about your attending this College?"

	Level of Work.			
Response to Question	High	Medium	low	
	%	%	%	Chi square
Strongly approve	42.9	39.4	41.2	High with medium .213
Approve	49.2	51.5	52.9	Medium with low .475
Indifferent	7.9	9.1	5.9	High with low.266
Disapprove	0	0	0	
Strongly disapprove	0	0	0	
Total	100	100	100	
N	63	99	51	

The null hypothesis was accepted for all groups.

The table data show that, approxiamtely one half of each of the work groups feel their parents approve of their attending college; some 40.0 per cent of each group state that their parents strongly approve of their attending the college. The "indifferent" category

contained a relatively small proportion of each group. Parents were indeed in favour of college attendance for the student sample population.

TABLE XXV.

Responses of the three work groups to the Question "What do your friends think about you attending this College?"

	Level of work			
Response to Question	high	medium	low	
	%	%	%	chi square
Strongly approve	9.6	18.2	0	High with medium 3.704
Approve	44.4	48.5	31.4	Medium with low 27.738*
Indifferent	46.0	33.3	56.8	High with low 14.167 *
Disapprove	0	0	11.8	
Strongly disapprove	0	0	0	* significantly dif-
Total	100	100	100	ferent at 95%
N	63	99	51	level of significance

The null hypothesis was rejected for the medium and low, and high and low work groups.

The 'approve' category were reported by 44.4 per cent of the high, 48.5 per cent of the medium and 31.4 per cent of the low work groups. The "indifferent" category was reported as friends' attitudes by 46.0 per cent of the high, 33.3 per cent of the medium and 56.8 per cent of the low level course groups. The "disapprove" category contained 11.8 per cent of the low work course groups' responses. "Strongly approve" was reported as the attitude of friends to College attendance in 9.5. per cent of the high, 18.2 per cent of the medium and nil per cent of the low work course groups. A general conclusion is that friends generally approved of College attendance by the students,

but that for one 46.0 per cent of the high, one third of the medium and 56.8 per cent of the work level course groups, the attitudes of their friends to their attending the College was one of indifference.

TABLE XXVI

Responses of the three work groups to the Question "What do your Employers think (if not employed, then what do you consider your future employers will think) of your attending this College?"

	Level of work			
Responses to Question	High	Medium	Low	
	%	%	%	Chi square
Strongly approve	9.5	87.9	92.2	High with medium 111.299*
Approve	81.0	4.0	7.8	Medium with low 5.103
Indifferent	9.5	5.1	0	High with low 77.476*
Disapprove	0	3.0	0	
Strongly disapprove	0	0	0	* Significantly
Total	100	100	100	different at 95%
N	63	99	51	level of significance.

The null hypothesis was rejected for the medium and low and high and low course work groups.

The "strongly approve" category was stated as the employer's attitude to the student attending college by 9.5 per cent of the high, 87.9 per cent of the medium, and 92.2 per cent of the low work course groups. The corresponding percentages for the "approve" category were 81.0, 4.0 and 7.8. Indifference by employers to College

attendance of the student was expressed by 9.5 per cent of the high, 5.1 of the medium and nil per cent of the low work groups. 3.0 per cent of the medium work course groups placed their employer's attitude in the "disapprove" category. Certainly, it seems that the student sample members felt that their employers approved of their being at College. The low work groups were unanimous in this respect, with some 92.2 per cent of their number placing the employer's attitude in the "strongly approve" category.

The next Question asked, "How do you feel about being a student?", of the three work groups.

TABLE XXVII

Responses of the three work groups to the Question, "How do you feel about being a student?".

	Level of Work			
Response to Question	High	Medium	Low	
	%	%	%	Chi square
Fairly proud	38.1	18.3	17.6	High with medium 9.079
Pleased	38.1	54.5	43.2	Medium with low 2.403
Indifferent	17.5	23.2	33.3	High with low 7.150
Disapprove	6.3	4.0	5.9	
Strongly disapprove	0	0	0	
Total	100	100	100	
N	63	99	51	

The null hypothesis was accepted for all groups.

The "fairly proud" category contained 38.1 per cent of the

high, 18.3 per cent of the medium and 17.6 per cent of the low work groups. The "pleased" category for the same groups contained 38.1 per cent, 54.5 per cent and 43.2 per cent respectively. The "indifferent" category contained 17.5 per cent of the high, 23.2 per cent of the medium and 33.3 per cent of the low level work groups. The corresponding percentages in the "disapprove" category were 6.3, 4.0 and 5.9 per cent. The majority of the student sample were either fairly proud or pleased to be students. Some 23.8 per cent of the high, 27.2 per cent of the medium and 39.2 per cent of the low work groups, however, stated that they were either indifferent to or disapproved of being students.

The attitudes of others to the student attending College, to the student's attitude to his attendance, and the idea of being a student has been investigated up to this point.

This research now investigates the student in his student role, and how he reacts to members of his own course group.

The student role, or how students see this role, is relevant, to this research. A method was devised in the research to measure the nature of student identification with a student model role. Questionnaire 5 contained fourteen statements, seven of which measured the attitudes to the student role. The student sample population was asked to comment on the statements by placing a tick after those statements they agreed with. The statements which are given below refer to student behaviour, and can in fact be described as model student behaviour.

A student should try to make a contribution to a lecture.

Getting a high mark in an assessment, or mid-term examination is something a student should aim for.

During lectures a student should pay attention to what is being said.

It is important that a student does well on his course.

Studying to do well on his course is an activity a student should carry out.

Handing in work, which has meant hard effort, is to the advantage of a student.

A student should work hard at college.

Each statement, if ticked, was given a score of one, so that a possible score of seven could be obtained. If a student did score seven, it was felt that his behaviour, if in keeping with his attitudes, could be described as model behaviour. Such a scale can, from the assumptions of this hypothesis, be called a model student scale.

The responses to the scale were compared with the three groups categorised by the level of work, type of college attendance, and degree of parental acceptance.

The null hypothesis for all groups was that there was no difference in the model student score between the groups in question.

TABLE XXVIII

The model student scores of the three work groups.

		Level of Work,			
Model student score		High	Medium	Low	
		%	%	%	Chi square
Low	1	0	3.0	0	High with medium 10.496
	2	0	3.0	0	Medium with low 5.357
	3	4.8	3.0	3.9	High with low 10.112

Model student score		High %	Medium %	Low %	Chi square.
	4	6.3	6.2	11.8	
	5	7.9	21.2	27.5	
	6	33.3	30.3	27.5	
High	7	47.7	33.3	29.3	
	Total	100	100	100	
	N	63	99	51	

The null hypothesis was accepted for all groups.

A number of the medium work groups obtained low scores of one and two, 6.0 per cent of their number; no other group members were in this category. High scores of six and seven were obtained for the high, medium and low work groups respectively, by 81.0 per cent, 63.6 per cent and 56.8 per cent of their number: the corresponding percentages for scores of between three and five were 19.0, 30.4 and 43.2 per cent. It can be concluded that most of the members of each group obtained high model student scores, and acceptance of the null hypothesis showed that the statement holds true for each group.

TABLE XXIX

The Model Student scores of the groups categorised by the type of College attendance.

Model Student Score		Type of Attendance: Full time. %	Block release. %	Day release. %	Chi square
Low	1	4.5	0	0	Full time with block release
	2	0	3.1	0	19.796*
	3	4.5	2.1	5.9	Block release with day release
	4	0	9.4	13.7	4.304
	5	9.1	22.9	23.5	

Model Student Score		Full time. %	Block release. %	Day release %	Chi square.
	6	36.4	27.1	29.4	Full time with day release 18,276*
High	7	45.5	35.4	27.5	* Significantly different at 95% level of significance.
	Total	100	100	100	
	N	66	96	51	

The null hypothesis was rejected for the full time and block release courses, and full time and day release courses.

Low model student scores of one and two were obtained by 4.5 per cent and 3.1 per cent of the full time and block release courses. High model student scores of six and seven were obtained by 82.9 per cent of the full time, 62.5 per cent of the block, and 56.9 per cent of the day release courses: the corresponding percentages for the model student scores of three to five were 13.6, 34.4 and 43.1 per cent. Members of the full time groups differed significantly from the other two groups by having a percentage of their number in the high model student category; on the other hand they also had some 45.5 per cent of their number in the score one category. High model student scores were obtained by more than half of each group, the lowest proportion being in the low level courses - 56.9 per cent.

TABLE XXX

The model student scores of groups categorised by the degree of acceptance by parents.

Degree of acceptance by Parents.

Model Student Score		High %	Medium %	Low %	Chi square
Low	1	2.6	0	0	High with medium 4.368
	2	2.6	0	0	Medium with low 12.264
	3	1.8	0	11.8	High with low 15.793 *
	4	8.8	12.5	0	
	5	15.8	20.8	23.5	* Significantly different
	6	30.7	29.2	31.4	at 95% level of
High	7	37.7	37.5	33.3	significance.
	Total	100	100	100	
	N	114	48	51	

The null hypothesis was rejected for the high and low acceptance by parents group.

Low model student scores of one and two were obtained by 5.2 per cent of the high acceptance group. High model student scores of six and seven were obtained for the high, medium and low acceptance groups by 68.4, 66.7 and 64.7 per cent of their number; the corresponding figures for the model student scores of three to five were 26.4, 32.3 and 35.3 per cent respectively. The majority of the students in each group obtained high level scores.

Some general conclusions on the model student scores are, that irrespective of the category of the groups investigated the model student scores were high.

It can be tentatively stated that there is a reference group for the student sample population, which gives the behaviour for the

student role. It is not possible from the data to state who comprises this reference group.

The attitudes of the individual to his course group members were investigated. Questionnaire K contained seven statements to which the student sample members were asked to state their degree of agreement. Categories of agreement were true, usually true, neutral, false and usually false; the last two categories were invented to prevent any halo effect, i.e. answers on the left are always better then answers on the right. Scoring was based on the following scale:-

True	5
Usually True	4
Neutral	3
False	1
Usually false	2

Each score was converted to a score out of ten by subtracting from it, (possible score range was seven to thirty five) seven and multiplying the result by 10/28. Percentages were rounded off to the nearest number and a 0.5 score was rounded to the figure below it.

The statements were as follows:-

Students on this course are mature enough to be treated as adults.
Students on this course are likeable.
Opinions voiced by members of this group seem reasonable.
Most members of this course should do well in life.
This is a good course group to belong to.
Students on this course are as good as anybody else.

This course group has the right attitudes to life.

The attitudes of the course group members were compared in the three groups categorised by the course level of work, type of attendance, and degree of acceptance by parents.

The null hypothesis in each case was that there was no difference between the responses of each group investigated.

TABLE XXXI

The attitudes to the other members of the course group of the three work groups.

		Level of work.			
Attitude to group score		High	Medium	Low	
		%	%	%	chi square
Low	1	0	0	0	High with medium 55.624*
Unfavourable	2	0	0	0	Medium with low 78.368*
	3	10.1	3.0	0	High with low 24.063*
	4	0	0	13.7	
	5	17.5	0	21.6	* Significantly diff-
	6	19.0	3.0	25.5	erent at 95% level
	7	23.8	30.3	33.3	of significance
	8	25.4	39.4	5.9	
High	9	3.2	24.3	0	
Favourable	10	0	0	0	
	Total	100	100	100	
	N	63	99	51	

The null hypothesis was rejected for all groups.

11.1 per cent of the high, and 3.0 per cent of the medium work groups had low scores of one to three. High scores of eight to ten were obtained by 28.6 per cent, 63.7 per cent and 5.9 per cent of the high, medium and low work groups respectively; the corresponding percentages for scores of four to seven, which can be considered, as the medium category were 60.3 per cent, 33.3 per cent and 94.1 per cent respectively. Stated another way, the low work groups had the majority of their number in this "medium" category: the medium work course groups had one third of their number in it. Individuals in the medium work groups were more impressed with their group members than were members of the low work groups.

All differences were statistically significant.

TABLE XXXII

The attitudes to the members of the course group, of groups categorised by the type of college attendance.

Attitude to Group Score		Type of attendance. Full Time. %	Block Release. %	Day release. %	Chi square
Low	1	0	0	0	Full time with block release 52.273 *
Unfavourable	2	0	0	0	
	3	13.6	0	2.0	Block release with day release 28.536 *
	4	10.6	0	0	
	5	16.7	6.3	9.8	Full time with day release 10.539
	6	18.2	3.1	25.5	
	7	19.7	39.6	21.6	* Significantly different at 95% level of significance

Attitude to Group Score		Full Time.	Block Release.	Day Release.
		%	%	%
	8	16.7	29.2	37.2
High	9	4.5	21.8	3.9
Favourable	10	0	0	0
	Total	100	100	100
	"	66	96	51

The null hypothesis was rejected for the full time with block release, and block release with day release courses.

13.6 per cent of the full time and 2.0 per cent of the day release had low scores of one to three. The full time courses had 21.2 per cent, block relase 51.0 per cent and day release 41.1 per cent of their number obtaining high scores of eight to ten.

The "medium" category of four to seven contained 65.2, 49.0 and 56.9 per cent of the respective groups. It would appear from the data that individuals in the day release groups were not impressed with their group members than were the individuals in full time courses. The block release groups had under one half of their number in the "medium" category, compared with over one half of the full time and day release courses. The difference was statistically significant. The full time courses had the highest proportion in the low category, which meant that for 13.6 per cent of their number the course group members were not regarded in a favourable light.

TABLE XXXIII

The attitudes to members of the course groups, of groups categorised by the degree of acceptance by parents.

Attitude to Group Score		Degree of acceptance by parents. High %	Medium %	Low %	chi square
Low	1	0	0	0	High with medium 25.595 *
Unfavourable	2	0	0	0	
	3	0	10.4	9.8	Medium with low 14.520
	4	2.6	6.3	2.0	
	5	11.4	6.3	11.8	High with low 17.450 *
	6	10.5	27.1	5.9	
	7	31.6	14.6	37.3	* Significantly different at 95% level of significance.
	8	26.3	27.1	29.3	
High	9	17.6	8.2	3.9	
Favourable	10	0	0	0	
	Total	100	100	100	
	N	114	48	51	

The null hypothesis was rejected for the high and medium and high with low acceptance by parents groups.

The low scores ,one to three, category contained 10.4 per cent of the medium, and 9.8 per cent of the low acceptance groups. The high, eight to ten score, category contained for the respective groups 43.9, 35.3 and 33.2 per cent of their number. The medium category for the respective groups contained 56.1, 54.3 and 57.0 of their number. The nil response in the low score category of the high acceptance group compared with the approximate ten per cent of the medium and low level groups is statistically significant.

Some general conclusions on the attitude of individuals in the sample to members of their own groups are that low work group contain fewer students who regard the course group favourably as compared with high and medium work groups. Block release courses contain more students as compared with full time and day release courses who are favourably impressed with the group members.

The next stage in the enquiry was to investigate how members of the student sample felt about the opinion of their course group members towards them, and to establish whether their own views were similar to those of their course group members.

In Questionnaire A the Question was asked "How does the opinion of members of this group concerning you affect you?" The responses of the course level groups were

The null hypothesis was that there was no difference between the responses of the groups.

TABLE XXXIV

Responses of the three work groups to the question "How does the opinion of the members of this group concerning you affect you?"

	Level of work			
Category of Response	High	Medium	Low	
	%	%	%	Chi square
Matters a great deal to me.	28.6	18.2	0	High with medium 11.364 **
Matters to me.	38.1	26.2	29.4	Medium with low 27.330 **
It is fairly important to me	33.3	45.5	35.3	High with low 37.460 **

Category of Response	High	Medium	Low	
	%	%	%	
Is unimportant to me	0	4.0	29.4	* Significantly different at 95% level of significance
I am quite indifferent	0	6.1	5.9	
Total	100	100	100	
N	63	99	51	

The null hypothesis was rejected for all groups.

The high level work group had 28.6 per cent of their number stating that the group opinion mattered a great deal to them, 18.2 per cent of the medium work groups were in this category; nil per cent of the low work groups were in it. The high work groups also had the highest proportion in the "matters to me" category, 38.1 per cent; the proportion decreased in the other two groups to 26.2 per cent of the medium courses and 29.4 per cent of the low work groups. The "matters to me" category contained for the respective courses 33.3, 45.5 and 35.3 per cent of their number. The more indifferent to group opinion categories (the last two categories) contained some 4.0 per cent of the medium, 29.4 per cent of the low in the "is unimportant to me" category and 6.1 per cent and 5.9 per cent of the same groups in the category "I am quite indifferent". The high work groups unquestionably have the highest proportion of their number expressing attitudes that they consider the opinion of their course group members to be important to them; the medium work group members state this too, but with less emphasis on its importance - the response of 45.5 per cent was in the "is fairly important to me" category. The low work group members are not so impressed with the group opinion; some 35.3 per cent stating that either it was unimportant to them, or they were indifferent to it. All differences were

statistically significant.

The opinion of the course group members mattered to some of their number, but was the course group a reference group? One possible way of establishing the reference group identity was contained in the following hypothesis. On the assumption that a student has views to a given object are the group's views as far as the student is concerned similar to his own? Alternatively, how many of his views are shared by his work group? If the student is asked a) to give his own views and b) to give the views of his group to objects, and if these views are similar, then it can be assumed that there is some identification with the group and that to some degree it is a reference group. There were 14 statements in Questionnaire J1, which investigated student attitudes to the lecturing staff and his course group. Questionnaire J11 asked the student to place a tick after those statements which he felt represented the attitudes of the majority, stated as two thirds or more, of his course group. The student's own scores were compared with the scores he attributed to his group; maximum agreement would be fourteen out of fourteen.

The following table gives the data of agreement of the three work groups.

The null hypothesis is that there is no difference between the level of agreement for members of each group.

TABLE XXXV

The degree of agreement between the individual student scores, and the score he attributes to his course group of the three work groups.

Degree of Agreement		Level of work. High %	Medium %	Low %	chi square.
Low	1	4.8	0	0	High with medium 28.401 *
	2	0	0	0	Medium with low 37.916 *
	3	0	6.1	0	High with low 47.570 *
	4	0	3.0	5.9	
	5	0	0	0	
	6	3.2	2.0	0	* Statistically differ-
	7	6.3	13.1	0	ent at 95% level of
	8	4.7	6.1	0	significance.
	9	0	13.1	5.9	
	10	14.3	5.1	45.1	
	11	20.6	10.1	0	
	12	22.2	18.2	25.5	
	13	14.3	11.1	9.8	
High	14	9.6	12.1	7.8	
	Total	100	100	100	
	N	63	99	51	

The null hypothesis was rejected for all groups.

Low agreement scores of between one and five were obtained by 4.8 per cent of the high, 9.1 per cent of the medium and 5.9 per cent of the low work groups. Scores of between six and ten were obtained for the respective groups by 28,7 per cent, 39.4 per cent

and 51 per cent of their numbers. 66.7 per cent, 51.5 per cent and 43.1 per cent of the high, medium and low work groups have agreement scores of between eleven and fourteen. 45.1 per cent of the low work groups scored in the ten category of agreement. Low agreement scores were highest, by percentage, for the medium level course groups with some 9.1 per cent of their number in this category. Over one half of the low work groups had agreement scores of between six and ten; this percentage drops as the course level of work increases. The high level groups have the highest proportion in the high agreement category (the high agreement score percentages drop as the course level of work drops).

For the high and medium work groups, on the assumption stated earlier, that high agreement scores are indicative of reference group identification, two thirds and one half of these groups respectively have high agreement scores, and for this number the course group can be deemed to be reference group. Some 43.1 per cent of the low work course groups can be placed in the same category, and a similar assumption made.

This section of research has been varied in its theme, approach and data. It commenced with an investigation on the attitudes of the student sample members to college attendance, and it was found that for most, the furthering of their career was the most frequently stated reason for attendance. The student sample, with the exception of some 56.9 per cent of the low work groups approved of College attendance (this 56.9 per cent of the low work groups were indifferent to it). Parents were found to approve of the students attending College, friends however, were not so enthusiastic, with between one third and over one half of groups stating that friends were indifferent to their college attendance. Employers were

thought, especially in the case of the low work groups, to approve of college attendance for the course group members.

So, apart from friends, most of the student samples possible reference groups were in favour of their attending college.

Most of the sample reflected the favourable attitudes of others to their attending college by stating that they were either fairly proud, or pleased, to be students. The response to statements on what was postulated as model or, certainly from the point of view of the college, desirable behaviour of students showed that all groups agreed that such behaviour was model behaviour. The acceptance of such behaviour was highest by percentage for the courses and lowest for the day release.

The acceptance of model student behaviour would seem to increase as attendances at the college increases. The same was true of the relationship between the degree of acceptance by parents in that high acceptance meant high acceptance of the model student behaviour and vice versa.

Attitudes to course group members by individual course group students were different for each work group. The most favourable attitude was expressed by the medium work group; low level work group members were not so impressed by their course group members, as only 5.9 per cent of their number gave favourable opinions. When divided into attendance categories, block release courses stated the most favourable attitudes to their course group members, full time the least. High acceptance by parents indicated a higher acceptance by percentage of the group members.

A high degree of parental acceptance was likely to produce a high acceptance of model student behaviour as well as acceptance of the college group members.

The opinion of the group mattered more by proportion to members of the high work courses, than it did to members of the other two groups; the proportion decreased as the level of work decreased, for the importance of group opinion on the group member. In the low work course groups some 35.3 per cent were singularly unimpressed with the opinion of the group peers.

There was a relatively high degree of agreement between the views of the individual and the views of what he considered were his course group's views; the high work groups had the highest, the low work groups the lowest, in the high category of agreement scores. On the assumptions of this research the course groups were reference groups for 40 to 60 per cent of each group.

The general picture is one of a student body who are, on the whole, pleased to be students, acknowledge the name of the student role, feel that they are supported in this role, and have reasonably favourable attitudes to the members of their course groups, accepting their values as their own. The low work groups differed from the other groups in that they were impressed with their group members or their opinions.

5. The College Lecturer as reference group.

The majority of the college students live with their parents, but as students they spend several hours a day away from home in an institution which has its own goals, reward systems and methods of discipline which are not necessarily those of the student's home. The college student is at an age when he may feel the need to be independent of his parents; he attends an institution in which he is subjected to the influence of others, and one group which may influence him is that of the college lecturers.

A relationship between lecturing staff and parents can be presented in the form of a question: "Do students who attach importance to the opinion of their parents, attach importance to the opinion of members of staff?" As questions were asked in the questionnaire on the value which was placed on the opinion of both parents and staff (Questionnaire A Question 7, Questionnaire B Question 1) the question can be answered to some extent. Table XXXVI gives the analysis of responses to the two questions which were relevant to the problem. Each number in the table represents the percentage of the total that were in a specific category.

The Chi Square test was applied to the entire table.

The null hypothesis was that there was no difference between the categories of response for each column.

TABLE XXXVI

The value placed on the opinion of parents and college lecturers by the student sample.

Category of response to question "How does the opinion of members of staff of you and your work affect you?"	Category of response to question "Does the opinion that your parents have of you matter to you?" Matters a great deal to me	is important to me	is fairly important to me	is not something I bother about	is quite unimportant to me
Matters a great deal to me	13.6	2.8	3.8	2.3	0
Matters to me	18.3	7.5	8.0	3.8	0
Is fairly important to me	3.3	8.0	7.5	8.5	0
Is unimportant to me	0	1.9	1.9	4.7	0
I am quite indifferent to	1.4	0	0.9	1.8	0

n=213

The null hypothesis that there was no difference between the categories of response for each column was rejected (Chi Square 56.317:16 d.f.: $p < .05$)

The highest percentages are in those categories which indicate that the opinions of both parents and members of staff are important to the respondent. Some 1.4 per cent of the sample population felt that the opinion of their parents mattered to them, but were quite indifferent to the opinions of college lecturers. On the other hand some 6.1 per cent of the sample felt that the opinion of college lecturers either mattered a great deal or mattered to them but that the opinion

of parents "is not something I bother about."

The percentage of the total who felt that the opinion of parents was not something they bothered about was 21.0 per cent and of these 8.1 per cent were concerned about the opinion of college lecturers. The percentage of those who felt that the opinion of college lecturers was unimportant to them or that they were quite indifferent to it, was 11.6 percent and of these 3.3 per cent considered that the opinion of their parents was important to them.

The college lecturer may be seen by the student as one who has similar values to the student's parents. The variety of lecturers at a college of further education is likely to be considerable. Bristow (1970) states that they will be " . . . drawn from a kaleidoscope of occupations and from a variety of social backgrounds." (p. 57).

To make generalisations on the images of lecturers in colleges of further education would be a hazardous task. Certainly there are many varieties of lecturers whose social class background, level of qualifications and industrial experience differ. The analysis by Kob (1968) of a type A teaching centred teacher, and of a type B academic specialist teacher is something of a simplified typology but the range of the teacher types outlined by the typology would be found at the college of further education under study and at other colleges. The statement is based on the impression of the researcher of lecturers at the college of further education (which contained 123 lecturers) of this investigation and of the impressionistic account of similar colleges by Bristow (1970 pp. 56-66).

The variety of lecturing staff members in a college of further education has been stressed because as a group they are unlikely to

present a specific type of image to their students.

The number of lecturers that the college student came into contact with depended largely upon the number of subjects which were included in his course syllabus. During the academic year the student is estimated to be in contact with seven lecturers, and if he stays on for a further year he is likely to meet another two that he has not previously met.

The role of the teacher has something in common with the role of the parent. Wilson (1970) sees the teacher as one who prepares the child for roles which are beyond the capacity of the parent; the teacher becomes a "weaning agent". Teachers, states Wilson (1970), have a " . . . basic sympathy with children which is not dissimilar from that of parents. Increasingly the child depends on the teacher - particularly at that stage at which it needs new models for behaviour, some new type of ego-ideal hero." (p. 58). The teacher is a type of parent. Wilson (1970) (p. 65) suggests that in contemporary society relationships are impersonal and individuals need a context in which to gain assurance and identity, and that as the family is restricted to the " . . . basic essentials, associationally in decline, and affected by divergent values and ideals that social and occupational mobility imposes, and the growing separation of the generations, it is other socializers who must satisfy these needs." (p. 65). The teacher, suggests this researcher, is one of the "other socializers".

To apply Wilson's concept of the teacher as parent to the college of further education involves a degree of speculation on the way in which he is regarded by the students; they may not in fact regard him as any kind of parent figure.

Hoyle (1969 p. 25) sees the teacher's role as partly that of "teacher as model", and by virtue of his occupational status the teacher is middle class, and would be expected to transmit these values to his pupils. Such values are given by Cohen (1955) as those which include ambition, self improvement, through job, postponement of immediate gratifications, constructive use of leisure, and the respect for property.

How the lecturers at the college of further education under study saw their role, and whether this role in their opinion included "teacher as model" was not a subject of this research, but certainly they were models of one sort or another for the students they taught.

This brief analysis of the teacher's role has been stated because it was considered an important consideration that if the college lecturer provides inspiration, guidance and leadership he can be seen as a reference group, and a model for his students.

The following question was asked of the student sample population. "How does the opinion of members of staff of you and your work affect you?" Responses between groups categorised by level of course work were compared.

The null hypothesis was that there was no difference between the responses of the groups.

TABLE XXXVII

Responses of the three work groups to the question "How does the opinion of members of staff of you, and your work affect you?"

	Level of work group			
	High	Medium	Low	
Category of response	%	%	%	Chi Square
Matters a great deal to me	19.0	24.2	23.5	High with low 12.128*
Matters to me	38.1	41.5	29.4	Medium with low 25.031*
Is fairly important to me	27.0	31.3	19.6	High with low 3.557
Is unimportant to me	11.1	0	21.6	
I am quite indifferent to	4.8	3.0	5.9	* Significantly different
Total	100	100	100	at the 95% level of
N	63	99	51	significance.

The null hypothesis was rejected for the high and medium and medium and low work groups.

The first two categories were favourable to the opinions of members of staff, and these categories contained 57.1 per cent of the high, 65.7 per cent of the medium, and 52.9 per cent of the low work groups.

The last two categories were not favourable to the opinion of members of staff and contained of the respective three groups 15.9, 3.0, 27.5 per cent of the number. The medium work groups had a small 3.0 per cent expressing unfavourable attitudes to lecturer opinion; the low work group had a relatively large 27.5 per cent in this category, and this difference was statistically significant.

The categories of response to the question were arranged into groups classified according to type of college attendance.

The null hypothesis was that there was no difference between the responses of the groups.

TABLE XXXVIII

Responses of groups categorised by type of college attendance to the question "How does the opinion of members of staff of you and your work affect you?"

	Category of attendance			
Category of response	Full time %	Block release %	Day release %	Chi Square
Matters a great deal to me	13.7	28.1	23.5	Full time with Block release 8.484
Matters to me	48.5	33.3	31.4	
Is fairly important to me	33.3	28.1	17.6	Block with day release 13.602*
Is unimportant to me	3.0	4.2	23.6	Full time with day release 17.047*
I am quite indifferent to	1.5	6.3	3.9	*Significantly different at 95% level of significance.
Total	100	100	100	
N	66	96	51	

The null hypothesis was rejected for the block and day release courses, and full time and day release courses.

The first two (favourable) categories contained 62.2 percent of full time, 61.4 percent of block and 54.9 percent of the day release group - the last two (unfavourable) categories contained 4.5, 10.5 and 27.5 per cent of the respective groups. From the data it was concluded that unfavourable attitudes to the opinion of staff members increases as time spent at the college decreases.

On the whole attitudes to the opinions of college lecturers

were favourable. Only the low work, and day release courses were not impressed with the opinions of the college lecturers.

Attitudes to college lecturers were also measured by the responses to Questionnaire I. Seven statements were contained in the questionnaire and the respondents were asked to comment on these statements by placing a tick after those they agreed with. Each statement was given a score of 1 so that a score of between nil and seven would be obtained by the respondents. A high score was considered to indicate high identification with the college lecturers and the possibility of their being a reference group; the opposite was considered to hold for a low score.

The statements were as follows:

The opinion of college lecturers of a student's work is important to the student.

Most college lecturers would give good advice to a student on attitudes to work.

If a student feels that some of the lecturing staff dislike him he will be concerned about it.

Being accepted by the teaching staff is something a student is usually concerned about.

If a student's view of life is similar to that of most college lecturers, then this is good for the student.

A student can be influenced by most staff members.

During a lesson a student can be influenced by the lecturer.

Responses to these statements were compared between groups categorised by level of work, type of college attendance, and degree of acceptance by parents.

The null hypothesis for all groups was that there was no difference between their responses.

TABLE XXXIX

A Attitudes to college lecturers of the three work groups.

	Level of work group			
	High	Medium	Low	
Score	%	%	%	Chi Square
Low influence 0	0	0	0	High with medium 24.959*
and unfavour- 1	9.5	15.2	0	Medium with low 20.351*
able attitude 2	22.2	9.1	11.8	High with low 19.962*
3	30.3	13.1	29.4	
4	19.0	23.2	29.4	*Significantly different
5	19.0	18.2	11.8	at 95% level of signifi-
High influence 6	0	11.1	17.6	cance.
and favourable 7	0	10.1	0	
attitude				
Total	100	100	100	
N	63	99	51	

The null hypothesis was rejected for all groups.

In the high level work groups 31.7 per cent had unfavourable scores of 1 or 2; the corresponding percentage for the medium and low work groups was 24.3 and 11.8 per cent. The differences were statistically significant and suggest that low level of influence of the lecturer is associated with high level of work and vice versa. The high favourable six and seven scores were obtained by 21.2 per cent of the medium and 17.6 per cent of the low work groups. Again the data suggest that high influence is associated with low and not high level of course work. The medium level groups, however, have the highest percentage in this category. Scores of three to five were obtained by 68.3, 54.5 and 70.6 of the respective groups, and this category contains over half of each group.

The level of course work would appear to be a factor in attitudes to college lecturers.

TABLE XL

Attitudes to college lecturers of groups categorised by type of college attendance

		Type of College attendance			
		Full Time	Block Release	Day Release	
Score		%	%	%	Chi Square
Low influence	0	0	0	0	Full time with block
and unfavour-	1	22.7	6.5	0	release 45.635*
able attitude	2	28.8	4.2	11.8	Block with day release
	3	25.8	16.5	27.5	19.054*
	4	18.2	22.8	31.5	Full time with day
	5	4.5	28.1	11.8	release 31.212*
High influence	6	0	11.5	17.6	
and unfavour-	7	0	10.4	0	* significantly different
able attitude					at 95% level of signifi
Total		100	100	100	cance.
N		66	96	51	

The null hypothesis was rejected for all groups.

The type of college attendance would appear to be a variable which influences attitudes to college lecturers. The low scores of one and two were obtained by 51.5 per cent of the full time, 10.7 per cent of the block and 11.8 per cent of the day release groups. The full time couses had the largest percentage in this category. High favourable score of six and seven obtained by 21.9 per cent of the block and 17.6 per cent of the day release groups. The full time courses had none of

their number in this category. Scores of between three and five were obtained by 48.5, 67.4 and 70.7 for the respective groups. The day release courses have the largest percentage in this category.

The influence of college lecturers on the sample population was related to the type of college attendance. Full time courses had the largest percentage in the low degree of influence category and the lowest (nil per cent) in the high influence one. The block release group had the largest percentage in the high degree influence category and the lowest in the low influence one.

TABLE XLI

Attitudes to college lecturers of the groups categorised by the degree of acceptance by parents.

		Degree of acceptance			
		High	Medium	Low	
Score		%	%	%	Chi Square
Low influence	0	0	0	0	High with medium 15.610*
and unfavour-	1	7.9	6.3	17.7	Medium with low 16.610*
able attitude	2	10.6	18.7	15.8	High with low 19.514*
	3	20.2	29.1	19.4	
	4	21.9	33.3	17.7	*Significantly different
	5	25.8	6.3	29.4	at 95% level of signifi-
High influence	6	17.5	0	0	cance
and favourable	7	6.1	6.5	0	
attitude					
	Total	100	100	100	
	N'	114	48	51	

The null hypothesis was rejected for all groups.

The degree of parental acceptance by parents is a variable which

influences attitudes to college lecturers. Using the same score analysis as before, the low scores were obtained by 18.5, 25.0 and 33.5 per cent of the high, medium and low acceptance groups. The corresponding percentages for the high scores are 23.6 of the high and 6.3 per cent of the low acceptance by parents group. A high degree of acceptance by parents meant a high degree of lecturer acceptance, a low degree of parental acceptance meant a low degree of lecturer acceptance, and the differences were statistically significant. The "medium" category lecturer influence was obtained by 67.9, 68.7 and 66.5 per cent of the respective groups; over one half of each group is in this category.

A general conclusion based on the data of the last three tables is that the influence of the college lecturer, which was taken to mean that influence was related to identification (high influence and high identification), depends on the course level of work, type of college attendance, and degree of parental acceptance. High identification is associated with low level of course work, block and day release rather than full time attendance, and a high degree of acceptance by parents. However such conclusions apply to the high and low categories of the scale as defined by the research. The majority of the students were in the "medium" category of influence and identification.

The lecturer's influence was analysed and identification with them had been measured on a constructed scale. The respondents, it was thought, would not necessarily recognise what was being measured. Two questions were asked in questionnaire I.1 which refer openly to the feasibility of the college lecturers as models for behaviour. The sample members were asked to comment by stating true or false to two statements. The statements were:

"Most students admire most of the college staff."

"College lecturers provide good models of behaviour."

Responses to the statements are stated in tables XLII and XLIII and in each table the responses are arranged into groups categorised by course level of work, type of college attendance, and degree of acceptance by parents.

The null hypothesis for all groups was that there was no difference between the responses to the statements.

TABLE XLII

Responses to the statement "most students admire most of the college staff." arranged into groups categorised by level of work, type of college attendance, and degree of acceptance by parents.

	Level of work			
	high	medium	low	
Response	%	%	%	Chi Square
true	66.7	38.4	68.6	High with medium 12.321*
false	33.3	61.6	31.4	Medium with low 12.324*
Total	100	100	100	High with Low 0.049
N	63	99	51	*Significantly different at 95% level of significance.

	Type of college attendance			
	full time	block release	day release	
Response	%	%	%	Chi Square
true	57.6	31.3	72.5	Full time with block release 11.129*
false	42.4	68.7	27.5	Block with day release 22.902*
Total	100	100	100	Full time with day release 2.803*
N	66	96	51	*Significantly different at 95% level of significance

Degree of parental acceptance

Response	high %	medium %	low %	Chi Square
true	39.5	75	66.7	High with medium 17.073*
false	60.5	25	33.3	Medium with low 0.829
Total	100	100	100	High with low 10.441*
N	114	48	51	*Significantly different at 95% level of significance.

The null hypothesis was rejected for the high and medium and medium and low work groups.

The high and low work groups both had a higher percentage agreeing with the statement than disagreeing with it; this was not true of the medium work groups, and the difference was statistically significant. Over two-thirds of the high and low work groups (66.7 and 68.6 per cent) considered that "most students admired most of the college staff."

The null hypothesis was rejected for the full time and block release, and block and day release groups.

The full time and day release groups had a higher percentage 57.6 and 72.5 agreeing with statement than disagreeing with it; this was not true of the block release courses, who had 31.3 per cent of their number in the agreement category. The difference was statistically significant.

The null hypothesis was rejected for the high and medium and high and low acceptance by parents groups.

The high acceptance group had a lower percentage (39.5 per cent)

agreeing with the statement than disagreeing with it; this was not the case in the medium and low acceptance by parents groups who had 75.0 and 66.7 per cent of their respective number in the agreement category.

The second statement was analysed in the same manner as the first one.

The null hypothesis was that there was no difference between the responses of the groups.

TABLE XLIII

Responses to the statement "college lecturers provide good models of behaviour." arranged into groups categorised by level of work, type of college attendance, and degree of acceptance by parents.

	Course level of work			
	high	medium	low	
Response	%	%	%	Chi Square
true	38.1	38.4	45.1	High with medium 0.001
false	61.9	61.6	54.9	Medium with low 0.629
Total	100	100	100	High with low 0.570
N	63	99	51	

	Type of college attendance			
	full time	block release	day release	
Response	%	%	%	Chi Square
true	34.8	41.7	43.1	Full time with block release 0.765
false	65.2	58.3	56.9	Block with day release 0.030
Total	100	100	100	Full time with day release 0.835
N	66	96	51	

	Degree of parental acceptance			
	high	medium	low	
Response	%	%	%	Chi Square
true	26.3	41.7	68.6	High with medium 3.731
false	73.7	58.3	31.4	Medium with low 7.279*
Total	100	100	100	High with low 6.422*
N	114	48	51	*Signifcantly different at 95% level of significance.

The null hypothesis was accepted for all work groups.

61.9 per cent of the high, 61.6 per cent of the medium and 54.9 per cent of the low work groups stated that the statement was false.

The null hypothesis was accepted for groups categorised by the type of college attendance.

Again over one half, 65.2 per cent of the full time, 58.3 per cent of the block and 56.9 of the day release group, stated that they considered the statement to be false.

The null hypothesis was rejected for the high and low, and medium and low acceptance by parents groups.

The low level acceptance by parents groups have a higher percentage agreeing with the statement (68.6 per cent) than disagreeing with it, this is not the case with the high and medium acceptance by parent groups who have 73.7 and 58.3 per cent of their number stating that the statement is false.

The impression formed from the data of the last table was that

with the exception of the low acceptance by parents groups more than one half of each group category did not consider that college lecturers provide good models of behaviour.

This section of work which has basically examined the college lecturer as reference group reveals data which is difficult to interpret into a coherent theory. The data of Table XXXVI show that students who felt that the opinion of their parents was important also felt that the opinion of college lecturers was important. From the data of Table XL and XLI it was concluded that the opinion of the lecturing staff mattered to the members of the student sample. Tables XXXIX to XLI gave data of the influence of, and possible identification with the college lecturer. The general conclusion that was reached was that the majority of the student sample were in the medium range of influence by the college lecturers. A high score, indicating high influence of the college lecturer (defered as a score of six or seven on a seven point scale) was more typical of low work groups than high level ones, students on block or day release rather than students on full time courses and by students with a high degree of acceptance by parents rather than a low one. Low scores (defined as a score of one or two, out of the possible seven) were obtained by students in high level rather than low level work groups, full time rather than block or day release course groups, and by those in low rather than high or medium acceptance by parents groups.

To generalize from the data so far analysed, is to state that for the most part students in the sample were moderately influenced by the staff and felt that the college lecturer was, perhaps a model to identify with. The "moderately influenced" term is not a precise one, and is used to indicate an average score. Students on block or day release, as well as students in low work groups were more influenced by the college

lecturer than were students in other categories (the day release students were in the low level groups). The low work groups were more influenced by the college lecturer than any other category of student. Perhaps there is more need for some reason for such a category of student to identify with a parent model, but the reason is not an obvious one.

The conclusions drawn from the data of responses to the two statements was not altogether in keeping with conclusions based on the data of previous tables. In table XXXIX the data show that the medium work groups had the highest percentage (21.2 per cent) of the work groups expressing favourable attitudes to lecturer influence. From the data of table XLI it was found that the high acceptance by parents group had the highest percentage (23.6 per cent) expressing the favourable attitudes. The responses to the statement "most students admire most of the college staff" have the same groups mentioned above, and only these groups, having more of their number in the "false" as compared with the "true" category.

The low acceptance group have 68.6 per cent of their number stating that the statement "college lecturers provide good models of behaviour" is true. All other group categories have a lower percentage in the "true" category of response than they do in the "false" one.

Some theories are offered to explain the general differences in the analysis of tables and data. These are that:

(a) that opinons of college lecturers are valued mainly because they are seen as individuals with power. The power presumably to fail students in some courses.

(b) that the questionnaire did not in fact measure the influence of lecturing.

(c) that although the influence of the lecturer was in fact strong he was not particularly admired as a model for behaviour.

(d) that members of the sample were reluctant to state openly that they considered the lecturer as a model for behaviour.

The theories are unproven but they offer explanations for the data analysed.

Perhaps the most meaningful theory derived from the tables which gave data on attitudes to college lecturers is that students in medium and low work courses are more likely to identify with, and be influenced by college lecturers than are the students in high work groups.

There also appeared to be some evidence that those who felt that the opinion of their parents was important, also felt that the opinion of college lecturers was important. This conclusion is an expected one.

Rejection by parents did not always seem to mean rejection of parental figures. The low acceptance by parents category of classification contained two thirds who thought that most students admired most of the college staff, and the proportion was the same for the statement that lecturers provided good models for behaviour. However this group did not identify with the lecturer by the terms of this research.

It can be stated that perhaps identification and admiration are not synonymous as far as the college lecturers were concerned, or put another way it does not necessarily follow that an individual who is admired is identified with.

6. The College as reference group

The college of further education can be conceptualised as both reference group and community; the two terms can be synonomous in that, if an individual feels that he belongs to what he regards as a community, and if he accepts its values, then the community can be said to be his reference group. The college community is comprised largely of students and teaching staff; there are porters, technicians and so on who will also make up the community.

The college besides being a community, which the researcher defines briefly as a collection of people with common values and goals is also an organisation, and as an organisation it imposes values, norms and rules on its members. It is considered that to quantify the influence of the organisation on its members is easier than to quantify the influence of the community. The goals of the organisation and its policies can be found and noted; the organisation structure can be described, and this can be considered as the formal side of the organisation. On the other hand the community side of an organisation is not so easy to establish, and might in fact be known only to an "insider". The concept of community would appear to imply for its members a feeling of association and belonging; an organisation, however, can also have its members identifying with it.

Whytes' study (1957) of the organisational man is a case in point. The manager identifies his own drives with those of the company; he feels he must be loyal to its image, and he must feel directed by the organisation rather than by himself.

Educational institutions are organisations which are capable of giving their members a sense of organisation identity. The public school pupils are given by the "organisation" a public school ethic, a sense of belonging and an identity. A similar phenomenon can be said to apply

in many universities, particularly Oxbridge; a sense of identification takes place, and such identification can last for a considerable period of time beyond that of the actual membership of the university, and the university values can be taken into the wider society, and as such the university can legitimately be described as a reference group.

In a study entitled, "Does Higher Education Influence Student Values?" Jacob (1957) states that, "The values of American college students are remarkably homogenous, considering the variety of their backgrounds and their raltively unrestricted opportunities for freedom of thought and personal development." (p. 671). The author comments that, "The main effect of higher education upon student values is to bring about general acceptance of a body of standards and attitudes characteristic of college bred men and women in America" (p. 672), and such values were accepted irrespective of the method of instruction, quality of teaching, or type of course attended by students. (p. 673-674).

The author's explanation for the similarity of values is that there may be a relationship between certain personality cahracteristics of students which are influenced by their educational experiences. Students having rigid minds, with stereotyped outlooks, and who place reliance on authority, are as such almost incapable of accepting new ideas on living in the presence of conflict and uncertainty. Such students would conform to the college values.

The explanation is fairly sound, but some questions are raised by it. Would the college students have had a common reference group? The author speaks of "the variety of backgrounds," but might such backgrounds have common middle class values? An explanation for the phenomenon might be that irrespective of background, and for that matter personality traits, (would all the students have similar traits?) the college values became the students' values because it was a reference

group for the student population.

The study illustrates the relationship between college and college members. To say that the college of further education under investigation was a reference group for its student members is to make assumptions about its influence on such members and their identification with it. One approach to the problem of establishing the concept of the college as reference group, was to measure its ability to be seen as a community by its student members.

Questionnaire 5 contained statements which were intended to measure the concept of the college as community and reference group. The following statements were contained in the questionnaire:

I feel part of the college community.

The college provides some sort of group identity.

I feel that I belong, in some way, to a group when I am at college.

The college provides a group feeling.

The college can be looked at as a group.

The college can be seen as an institution whose members have something in common.

There is something of a spirit of belonging to be felt at college.

Responses to the statements were measured by the students placing a tick in one or other of the boxes which followed the statements. Scoring was based on the following scale:

true	5
usually true	4
neutral	3
false	1
usually false	2

The last two categories were inverted to break up any halo effect

the questionnaire might produce, e.g. all questions on the right score more than questions on the left. Scores were converted to a ten point scale by subtracting seven from each student score and multiplying the result by 10/28. Percentages were rounded off to the nearest whole number, 0.5 being rounded to the figure below it. A high score indicated that the college was seen as a community, a low score that it was not. The concept of college as community was analysed into the three groups - course level groups, attendance groups, and groups characterised by the degree of parental acceptance of their members.

The null hypothesis was that for each group there was no difference in their attitude to the college as a community.

TABLE XLIV

Attitudes of the three work groups to the concept of the college as a community.

	Course level of work			
	High	Medium	Low	
	%	%	%	Chi Square
Score 1	0	0	0	High with medium 44.472*
2	4.8	0	0	Medium with low 23.505*
3	4.8	3.0	5.9	High with low 8.202
4	7.8	3.0	15.7	
5	30.1	8.1	19.6	* Significantly different
6	11.3	31.3	13.7	at 95% level of signifi-
7	12.7	30.3	21.6	cance
8	9.5	18.2	11.7	
9	12.7	0	5.9	
10	6.3	6.1	5.9	
Total	100	100	100	
N	63	99	51	

The null hypothesis was rejected for the high and medium and medium with low work groups.

Low scores of one, two and three were obtained by 9.6 per cent of the high level groups, 3.0 per cent of the medium and 5.9 per cent of the low work groups. These percentages indicated a low acceptance of the college as a community, and the proportions are small. High scores of eight, nine and ten were obtained by 28.5 per cent of the high, 24.3 per cent of the medium and 23.5 per cent of the low work groups. These percentages indicate a high acceptance of the college as a community, and for the high and medium level groups the proportion is approximately one quarter. Scores of four to seven were obtained by 61.9, 72.7 and 70.6 per cent of the high, medium and low work groups respectively. These figures suggest that the highest proportion of students were in what can be considered as the "medium" range of acceptance of the college as a community.

The high level work groups have the highest percentage of the three groups in the low acceptance of the college as community category; on the other hand they also have the highest proportion in the high acceptance category. All three work groups have a higher proportion of their number in the high acceptance category than they do in the low acceptance one.

The low and medium level work groups differ in that the percentage of the low level work group in the low acceptance category is higher than that of the medium work groups.

TABLE XLV

Attitudes of groups categorised by type of college attendance to the concept of the college as a community.

	Type of College attendance			
	Full Time	Block Release	Day Release	
	%	%	%	Chi Square
Score 1	0	0	0	Full time with Block release 50.572*
2	4.5	0	0	Block with Day release 24.481*
3	10.6	0	3.9	Full time with Day release 17.487
4	12.1	0	15.7	
5	12.1	18.7	21.6	*Significantly different at 95% level
6	15.2	27.1	17.6	of significance.
7	36.4	16.7	17.6	
8	9.1	18.8	11.8	
9	0	10.4	2.0	
10	0	8.3	9.8	
Total	100	100	100	
N	66	96	51	

The null hypothesis was rejected for all groups.

Low scores of one, two and three, were obtained by 15.1, nil and 3.9 per cent of the full time, block release and day release courses respectively. It would appear that membership of a full time course is more likely to produce a low attitude to the "college as a community" concept, than is membership of a block or day release course. High scores of eight, nine and ten were obtained by 9.1, 37.5 and 23.6 per cent of the full time, block release and day release courses respectively. The differences were statistically significant and suggest that the college is seen as a community more by block and day release courses than by full time courses. Medium scores were obtained by 75.8, 62.5 and 72.5 per cent of the full time, block and day release courses respectively. The largest percentage of each group was in this category.

TABLE XLVI

Attitudes of groups categorised by the degree of acceptance by parents to the concept of the college as a community.

	Category of Parental Acceptance			
	High	Medium	Low	
	%	%	%	Chi Square
Score 1	0	0	0	High with medium 24.641*
2	0	0	5.9	Medium with low 31.728*
3	2.6	0	11.8	High with low 13.725
4	4.4	12.5	9.8	
5	16.7	22.9	13.7	*Significantly different
6	28.1	20.8	3.9	at 95% level of
7	27.2	12.5	23.5	significance
8	18.4	18.8	2.0	
9	2.6	0	15.7	
10	0	12.5	13.7	
Total	100	100	100	
N	114	48	51	

The null hypothesis was rejected for the high and medium and medium with low acceptance by parents groups.

Low scores of one, two and three were obtained by 2.6, nil and 17.7 of the high, medium and low degree of acceptance by parents groups respectively. The low scores indicated a low acceptance of the college as a community, and the highest proportion in this category was in the low acceptance group. High scores of eight, nine and ten were obtained by 21.0, 31.3 and 31.4 per cent of high, medium and low parental acceptance groups respectively. The proportion is seen to decrease as the degree of acceptance by parents for the group increases. In the 'medium' category were some 76.4, 68.7 and 50.9 per cent of the high, medium and low parental acceptance groups respectively.

This proportion decreases, as the degree of parental acceptance decreases, and the category contains over one half of the number in each group.

Conclusions from Data of Tables XLIV - XLVI

The college was seen as a community to a degree which can be considered average by a large proportion of the student sample. If the assumption that a high score in the attitude scale, indicates a high acceptance of the college as a community, and that such acceptance would seem to suggest that, for those in the high score category the college is a reference group, then it can be stated that, with the exception of the full time attendance courses, approximately one quarter of all the nine groups investigated were in this category; the highest percentage was among the block release students, 37.5 per cent. High acceptance of the college as a community was more typical by proportion of block and day release courses than of full time ones, and of those in the low degree of parental acceptance group than of the high ones. Low acceptance of the college as a community, indicated by a low score on the attitude scale was more typical by proportion, of full time courses than block or day release courses; of those in the low level of parental acceptance than those in the medium and high levels, and of high level group courses than medium and low level ones.

To construct a theory which would incorporate all the data is not an easy task. It would appear that constant attendance at college does not mean that the college will be seen as a reference group, and that in fact this is more likely to occure with block release attendance. The degree of parental acceptance as a variable, is perhaps the most difficult one to put into a theory, except that it can be stated that a low degree of parental acceptance would seem to be related to a low degree of acceptance of the college as a community, which might be theorised as rejection by parents = rejection of an organisation which has an authority feature in its structure.

7. The Cinema and television as reference group.

The cinema and television are potential reference groups in that they, in some instances, depict what might be thought by an audience to be life, and as such they transmit values, attitudes and opinions. Knetch, Crutchfield and Ballachey (1962) state "There seems to be almost universal agreement that personal influence if more effective than the influence of the various media in changing attitudes." (p. 233), but the media may easily reinforce an individual's attitudes.

What individuals watch on television, or what they read, or the sort of films they enjoy is likely to be related to their social class. Gans (1966) provides evidence of six tastes of culture; his study is an American one but it does provide evidence of the relationship between social class, and culture. Rose (1968 p. 94) gives an example of lower culture, stating that it is in the main working class culture, and it stresses concrete situations of plot rather than ideas. His example is the "Coronation Street" type of serial. From this point of view, the degree of watching television, or going to the cinema, is seen as normative behaviour for the social class groups.

Wilson (1970 p. 47) states that the average individual in Britain gives more time to the mass media, in particular television, than he does to general reading or part time education, and that children spend as much time with the mass media as they do at school, and what people talk about is often the attitudes of the mass media.

In this research the cinema is associated with television, in that both are media that show films. The extent of watching films, and to some extent the identification with them is

measured in this research. One assumption must be recognised in the investigation of the extent of film and television identification, which is that knowledge of a subject implies some involvement or identity with it.

Questionnaire K gave questions that were related to films. As it is unlikely that type of college attendance is related to film and television involvement, the responses to questions were compared within groups categorised by the course level of work and degree of parental acceptance.

The null hypothesis in each case, was that there was no difference between the responses within each group category.

Question 1 asked "How often did you go to the cinema during the past two weeks? You may think of this week as one of your weeks you wish."

Table XLV11

The number of attendances at the cinema of the course groups during a two week period.

Number of attendances	level of work High %	Medium %	Low %	
0	61.9	81.8	56.9	Chi square high with
1	31.7	12.1	31.3	medium 9.573*
2	6.4	6.1	5.9	Chi square medium
3	0	0	5.9	with low 15.367*
total	100	100	100	Chi square high with
"	63	99	51	low 3.837

* significantly different at 95% level of significance

The null hypothesis was rejected for the high and medium and medium with low work groups.

The medium level work groups differed from the high and low course level groups by having a relatively higher percentage in the nil category of cinema attendance and a lower percentage in the 1 category of attendance. The differences were significant. Over one half of the members of all three groups had not attended the cinema during the two weeks prior to answering the questionnaire. 31.7 per cent of the high, and 31.3 per cent of the low level work groups had attended once during the period; 5.9 per cent of the low work group had attended three times. Two attendances were stated by 6.4, 6.1 and 5.9 of the respective groups for the period in question.

Table XLVlll

The number of attendances at the cinema of groups categorised by the degree of acceptance by parents during a two week period.

		Degree of parental acceptance			
		High	Medium	Low	
		%	%	%	
Number of attendances	0	68.4	75.0	68.6	Chi square high with medium 13.534*
	1	28.1	10.4	21.6	Chi square medium with low 5.289
	2	3.5	8.3	9.8	Chi square high with low 3.132
	3	0	6.3	0	
	total	100	100	100	* significantly different at 95% level of significance
	"	114	48	51	

The null nypothesis was rejected for the high and medium acceptance by parents groups.

The medium acceptance group differs from the high one in having a higher percentage who did not attend the cinema during the two week period, in having a low percentage who attended

once, but a higher one in the two and three visits category. No other conclusions would add to these already stated for the previous table.

Question 2 asked, "On average how many films (not plays) do you watch on television a week?"

Table XLIX The number of films shown on television viewed in an average week by the three work groups.

	Course level of work			
	High	Medium	Low	
Number of films seen	%	%	%	
0	14.3	19.2	7.8	Chi square high with medium 7.337
1	28.6	29.3	9.8	Chi square medium with low 58.462*
2	38.1	36.4	15.7	Chi square high with low 35.967*
3	19.0	9.1	31.4	
4	0	0	19.6	* significantly different at
5	0	0	13.7	95% level of significance
6	0	2.0	0	
7	0	2.0	0	
8	0	2.0	2.0	
total	100	100	100	
"	63	99	51	

The null nypothesis was rejected for the medium with low and high and low course work groups.

The low level work groups differ from the high and medium ones, in having less of their number by proportion stating that they watch nil to three films on television, on average a week; the respective percentages for each group are 81.0, 84.9 and 33.3 per cent. As well, they have a high percentage, compared with the other two groups, stating that they watch between three and five films on television, on average, a week; the respective percentages for each group in this category are 19.0, 9.1

and 64.7 per cent. Such differences are significant with the exception of the low level work groups the majority of the student sample watch under three films on television, on average, a week. A small proportion 6.0 per cent of the medium, and 2.0 per cent of the low level work groups give six to eight, as the number of films watched during the period.

Question 3 asked "On average, how many films (not plays) do your parents watch on television a week?" The question was asked to establish the relationship between the parent's viewing pattern and the student's. No student seemed to have difficulty in stating the number of films watched by his parents. The scores of the student sample members were compared with those of their parents.

Table L The number of films viewed on television by the student sample during an average week, compared with the number reported as being viewed by their parents

Number of films watched	Parents	Students
0	24	32
1	18	52
2	16	68
3	62	37
4	44	10
5	25	7
6	3	2
7	17	2
8	4	3
N	213	213

The two column figures were subjected to the coefficient of correlation test, and the result was that r = .192, which suggests that there is little relationship between parents and student's viewing habits as they apply to watching films on television.

Question 5 asked "Do you have a favourite film star? If so state the name of the star". Question 6 asked "Have you ever tried to identify with a film star, for example, copying a mannerism?"

Both questions were to be answered, deleting as necessary, by either yes or no. It was hypothesised that film star identification, would be related to the degree of parental acceptance, with the low acceptance group having more need for an identity outside the family. The responses were correspondingly arranged into groups categorised by the degree of parental acceptance.

The null hypothesis was that there was no difference in the responses within the groups categorised by the degree of parental acceptance.

Table L1 The responses of groups categorised by the degree of acceptance by parents to the question, "Do you have a favourite film star?"

	Degree of acceptance			
	High	Medium	Low	
Category of answer	%	%	%	
Yes	42.1	35.4	45.1	Chi square high with medium 0.629
No	57.9	64.6	54.9	Chi square medium with low 0.129
	100	100	100	Chi square high with low 0.129
	44	48	51	

The null hypothesis was accepted for all groups.

From the table it can be seen that under one half of each group state that they have a favourite film star. It was anticipated that of those who state they have a favourite film star

some pattern would emerge, on the choice of such a star. No such pattern did emerge, beyond the fact that male film stars were named more frequently than female ones.

Table L11 Responses of groups categorised by the degree of acceptance by parents to the question "Have you ever tried to "identify" with a film star, for example, copying a mannerism?"

	Degree of acceptance			
	High	Medium	Low	
Category of responses	%	%	%	
Yes	10.5	20.8	5.9	Chi square high with medium 3.058
No	89.5	79.2	94.1	Chi square medium with low 4.846
total	100	100	100	Chi square high with low 0.920
N	114	48	51	

The null hypothesis was accepted for all groups.

From the table it can be seen that a low proportion of each group identify with film stars.

Question 7 asked the student sample to place a tick if they agreed with statements. There were four statements, and because it was possible to tick up to four, or none at all, statistical analysis would prove difficult. The statements, and the percentages of the total number of ticks that each of the statements received is given below.

	%
Most films are like real life	6.9
The film can teach you how to live	5.9
Film stars influence people	49.8
You can learn a lot from films	37.4

N = 201

It would appear from the data, that a small percentage of the student sample thought that films were either somehow related to life 6.9 per cent, or could teach how to live 5.9 per cent. 49.8 per sent of the students did think that film stars influenced people, and 37.4 per cent that something could be learned from films, (just what could be learned, when films were also seen as unlifelike and unable to teach how to live, is a question which arouses curiosity).

Question 4 asked the student sample to write down the titles, if they could, of three films in which Robert Mitchum, Burt Lancaster, and Doris Day have appeared. Each film title was given a score of 1, and 1 was added to scores of seven or over, so that a score out of ten could be obtained. Question 8 asked "Which of the following are, or were, film stars?", and the names given were as follows. The x after a name indicates the film star.

Randolph Scott x James Stewart x Mel Torme Maureen Ohara x
Cole Porter Francis Williams Hal Roach Hal Wallis
Dean Martin x Alan Ladd x William Holden x
Gary Cooper x James Cagney x George Mason
Humphrey Bogart x Jane Fonda x John OHara Leon Uris

As there are ten film stars past, and present, in the list a score out of ten could be obtained. These scores were added to the scores of Question 8 and averaged, so that again they were on a ten scale.

The assumption behind these two questions was that knowledge meant involvement. The scores were arranged into groups categorised, by the course level of work, and degree of parental acceptance.

The null hypothesis was that there was no difference between the scores of groups within each group category.

Table L111 The involvement in films, score of the three work groups.

		Course level of work			
		High	Medium	Low	
		%	%	%	
Score low involvement	1	4.8	21.2	5.9	Chi square high with
	2	14.3	18.2	3.9	medium 18.201 *
	3	25.4	20.2	13.7	Chi square medium with
	4	22.2	19.1	17.6	low 43.194 *
	5	9.4	6.1	0	Chi square high with
	6	14.3	6.1	23.6	low 32.590 *
	7	0	3.0	17.6	
	8	4.8	6.1	5.9	* significantly different
	9	0	0	11.8	at 95% level of significance
high involvement	10	4.8	0	0	
total		100	100	100	
N		63	99	51	

The null hypothesis was rejected for all groups.

Low involvement scores of one to three were obtained by 44.5, 59.6 and 23.5 per cent of the high medium and low work groups. High involvement scores were obtained for the respective groups by 9.6, 6.1 and 17.7 per cent of their number. Scores of between four and seven, were obtained for the respective groups by 45.9, 34.3 and 58.7 per cent of their number. The low level work groups had the lowest low involvement scores, by proportion, of the three groups; the medium work groups had the highest by proportion low involvement scores.

The low work groups, had the highest, by proportion, high involvement scores of the three groups; the medium level work groups had the lowest by proportion, scores in the high involvement category; the differences were statistically significant. In the "medium" or "average" category, scores of four to seven were over one half of the low level work groups 58.7 per cent, but less than one half, 45.9 per cent of the high, and 34.3 per cent of the medium work groups. It would appear from the data, that high involvement in the cinema was not typical of the student sample, apart from 17.5 per cent of the low level work groups.

Table LIV The involvement in films score of groups categorised by the degree of acceptance by parents.

		Degree of acceptance			
		High	Medium	Low	
Score		%	%	%	
low involvement	1	7.9	25.0	11.8	Chi square high with medium 21.702 *
	2	17.5	6.3	11.8	Chi square medium with low 17.815 *
	3	21.9	27.1	9.8	Chi square high with low 15.486
	4	18.4	16.7	25.4	
	5	7.9	0	5.9	* significantly different
	6	7.9	12.5	23.5	at 95% level of significance
	7	7.9	0	5.9	
	8	4.4	8.3	5.9	
	9	3.5	4.1	0	
high involvement	10	2.7	0	0	
	total	100	100	100	
	N	114	48	51	

The null hypothesis was rejected for the high and medium and medium and low acceptance by parents groups.

The low involvement scores of one to three contained of the high, medium, and low level acceptance groups 47.3, 58.4 and 33.4 per cent of them number respectively. The medium acceptance groups contained the highest proportion in this category of all the groups, and the difference was statistically significant. The high involvement scores of eight to ten were obtained by 10.6, 12.4 and 5.9 per cent of the high, medium and low level acceptance groups, and the respective proportions in the category of four to seven scores were 42.1, 29.2 and 60.8 per cent. The medium acceptance group had the lowest percentage of the three groups in this latter category, and the difference was statistically significant.

The table data provides evidence for the conclusions that high involvement in films is highest by proportion for groups categorised by the medium level of parental acceptance; this proportion is however relatively small, and the same group has the highest proportion of the three groups in the low involvement category.

Involvement in television, was also investigated in the student sample, (Questionnaire L), and the same principles of measuring such involvement were used.

Questions 1 and 2, asked members of the sample to state what programmes were shown on (1) I.T.V. last week on Monday 8.00 p.m., Tuesday 8.30 p.m., Sunday 9.30 p.m., and Thursday 10.30 p.m., (2) B.B.C. television last week on Wednesday 6.45 p.m., Friday 10.0 p.m., Tuesday 6.45 p.m., and Saturday 7.45 p.m.

Question 3 asked for the series in which the following characters either appear, or appeared:

Dr. Finley	Cheese and Egg
John Drake	Hoss Cartwright
Charlie Barlow	Liz Shaw
Admiral Harriman Nelson	Granny Fraser

Question 4 asked "Which of the following films, on the attached list, were shown on television last week?" A list of films were given, four of which, were shown on television during the week previous to the answering of the questionnaire.

Data for the questions was obtained from the "Radio Timmes" and "T.V. World". It is accepted that this type of questionnaire becomes quickly dated, and that programmes for one period of the year will not fit into the time slots of questions 1 and 2, during another period of the year. The list of films in question 4 was amended each week that the questionnaire was administered.

It was assumed that knowledge of television implied involvement with it. There would be individuals in the student sample who would watch television selectively and become "involved" with such programmes as "24 hours": others would watch indiscriminately, most programmes, but would not become involved. The questionnaire was seen to measure the more escapist, type of television involvement, for example in question 3 the series in which Granny Fraser appeared was "Crossroads" which was shown at 6.30 p.m., and Admiral Harriman Nelson appeared in a series called "Voyage to the Bottom of the Sea" which could hardly be described as thought provoking.

Scoring was based on 1 point for each part of each question answered; the total score possible was twenty, and individual scores were converted to ten scores by dividing by two, and rounding off to the nearest whole number.

The "involvement" scores were arranged into groups categorised by level of course work, and degree of parental acceptance.

The null hypothesis eas that there was no difference in the responses of each group within the group categories.

Table LV The involvement in television score of the three work groups.

		Course level of work			
		High	Medium	Low	
		%	%	%	
score low involvement	1	19.0	3.0	5.9	Chi square high with medium 22.915 *
	2	9.5	6.1	0	Chi square medium with low 17.415 *
	3	15.9	23.2	21.6	Chi square high with low 17.427 *
	4	12.7	31.3	19.6	
	5	9.5	12.1	5.9	* significantly different at 95% level of significance.
	6	4.8	3.0	17.5	
	7	4.8	9.1	11.8	
	8	12.7	6.1	11.8	
	9	6.3	6.1	5.9	
high involvement	10	4.8	0	0	
	total	100	100	100	
	L	63	99	51	

The null hypothesis was rejected for all groups.

Low involvement scores of between one and three were obtained by 44.4, 32.3 and 27.5 per cent of the high, medium and low level work groups. Low involvement is highest, by proportion, for high level groups, and lowest for low level

groups; the differences are statistically significant. High involvement scores of between eight and ten, were obtained by 23.8, 32.2 and 17.7 per cent of the high, medium and low work groups. The proportion is highest for the medium level group, and lowest for the low level groups; the differences are statistically significant. Scores of between four and seven were obtained by 31.8, 55.5 and 54.8 per cent of the high, medium and low work groups.

The table data provide evidence for the conclusions that there is more involvement by proportion in the high and medium course level groups than there is for the low level groups. The high degree of involvement is high for all groups, from the point of view that a high score really does mean "knowledge" of the television world. With the exception of the high level course group over one half 55.5 and 54.8 are in the "average" category of involvement; the high level course group has more of their number in the low involvement category, and this should be expected on the assumption that members of these groups have a higher level of intelligence, and are presumably more involved in course work.

Table LV1 The involvement in television score of groups categorised by the degree of acceptance by parents.

		Degree of acceptance			
		High	Medium	Low	
Score low involvement	1	% 7.0	% 6.3	% 13.7	Chi square high with medium 17.268 *
	2	6.1	4.1	5.9	Chi square medium with low 19.756 *
	3	21.1	27.1	13.7	Chi square high with low 22.094 *
	4	18.4	37.5	19.6	
	5	7.9	12.5	11.8	
	6	4.4	0	19.7	* significantly different at 95% level of significance

	7	14.0	4.1	0
	8	13.2	2.1	7.8
	9	5.3	6.3	7.8
high involvement	10	2.6	0	0
	total	100	100	100
	N	114	48	51

The null hyppthesis is rejected for all groups.

Low involvement scores of one to three were obtained by 34.2, 37.6 and 33.3 per cent of the high, medium and low acceptance groups. High involvement scores of eight to ten were obtained by 21.1, 8.4, and 15.6 per cent of the high, medium and low acceptance groups. The proportion is smallest for the medium group, highest for the high acceptance group; the differences are statistically significant. That the low acceptance group has a higher proportion in this category than the medium group can be explained by an hypothesis that escapism is more typical of rejected than accepted individuals, but the high proportion of the high acceptance group is not so easy to explain. Scores of between four and seven were obtained by 44.7, 54.2 and 51.6 per cent of the respective groups. In this average range for the medium and low level acceptance groups are over half 54.2 and 51.6 per cent of their number. The high acceptance group has 44.7 per cent in this category.

The data suggest that high television involvement is associated more with high parental acceptance, than it is for either medium or low parental acceptance. The 15.6 per cent of the low acceptance group does provide some evidence for the hypothesis that escapist activities are typical of individuals

who feel rejected.

The relationship of reference group to the learning situation had as part of a theory, the hypothesis that television and film, could be reference groups for given individuals, and the values of these media would be accepted. The data of this section of the research gives an overall picture of a student population, the majority of which had not attended the cinema during the two weeks prior to answering the questionnaire; one to three attendances during the period were given by 40.1 per cent of the high, 18.20 per cent of the medium and 43.1 of the low level work groups. There was no clear relationship between cinema attendance and the degree of parental acceptance. The low level course groups members watch more films on television than the other two group's members, 64.7 per cent watched between three and five films on television, during an average week.

There was little relationship (v = .182) between the students' and their parents' number of films watched on television, during an average week. 42.1, 35.4 and 45.1 per cent of the high, medium and low work groups stated that they had a favourite film star; of these groups 10.5, 20.8 and 5.9 per cent stated that they have attempted to copy the mannerisms of a film star. The degree of involvement in films was highest, by proportion, for the low level work group in the high involvement category - 17.7 per cent, and for the medium acceptance group in the same category - 12.4 per cent. There was higher involvement by the work group members with television than there was for the film; 23.8, 32.2 and 17.2 per cent of the high, medium and low work groups were in the high television involvement category. The high parental

acceptance group had the highest proportion 21.1 per cent of the three groups categorised by the degree of parental acceptance, and the low parental acceptance group had some 15.6 per cent of their number in the high television involvement category.

It would appear from the data, that for some individuals in the sample there is a high degree of involvement in both the film and television media, whether such involvement is the result of escaping into these worlds, or simply following the normative pattern of their class groups is not scientifically established in the tables, unless the low correlation figure between the number of films watched by parents and students on television during an average week, is considered as a rejection of the social class normative behaviour theory, but such a conclusion would be extremely tentative.

The fact that there was more involvement in the sample population with television that with the cinema would come as a surprise to few. The data of Table LV show that there is a high degree of involvement with television for some members of all work groups (23.8, 32.2 and 17.7 per cent), but it is difficult to relate the influence of such involvement to the learning situation, especially if it is remembered that the involvement with television was for this research a measure of the trivial side of television.

8. The ideal self as reference group

"In the current heated discussions on the morality of adolescents many views are profferred on what are seen to be the most potent influences in the development of young people's values. The range of suggested influences is wide, comprehending the material manifested by the mass media, family standards and peer group pressures; prominent too is the suggestion that the characteristics of 'pop' idols are greatly admired, and where possible emulated or at least aspired to by the average teenager, with the consequence not merely of bizarre behaviour but of frustration arising from an unrealistic view of life and a straining after the unlikely. Very little factual information is however available on just how strong these influences are and how they operate - a circumstance that may vitiate the debates but seldom reduces their temperature." Eppel and Eppel (1966 p. 124)

The assumptions of Eppel and Eppel (1966) are seen to be basically that:

a) There is a wide range of views stated as the probable influences on adolescent behaviour.

b) That there is little factual evidence on the nature of the influences on adolescent behavour.

c) That arguments continue on the subject regardless of the lack of supporting data.

The mass media of late has to some extent concerned itself with adolescent behaviour. Quotations from interviews with pop stars are fairly common in the press, and some interviews are important enough to be screened on television news broadcasts. Whether too much importance is given to the power to influence adolescent behaviour of the media or pop star is not strictly relevant to this research. What is important is to consider influences on adolescent behaviour as

probable reference groups.

The student community at a college of further education, because they are students, may not be influenced by the media or anything else to the same degree as are those adolescents who are not students. The college student sample population however does represent a cross section of the contemporary adolescent society. As the major theme of this research is the influence of reference groups on an adolescent society, a consideration of the type of model for behaviour of the student sample was seen as an approach to reference group identification.

Questionnaire E contained the statement, "Write a very brief essay on the sort of person you would like to be like." The essay was to commence with the printed words, "I should like to be like . . . "

The assumption behind the open ended essay approach was that such an essay would show the type of model that would possibly influence behaviour. The study by Eppel and Eppel (1966) employed the same technique which was based on the hypothesis that, " . . . strong sentiments for people are likely to be, and to become sentiments for what the people believe in or stand for" (p. 124). The models given could be seen as at least potential reference groups of the student sample. The pilot survey had indicated that film actor Steve McQueen was a model for a large number of the respondents; his name appeared only twice in the major survey which took place some twelve months after the pilot survey. Why this occurred may be because the public was treated to a number of his films during the period of the pilot sample.

The invitation to write an essay on "the person I would like to be like" enabled the student to mention reference groups which were not investigated in this thesis. It would also show if influences on

student behaviour came from the family environment, the neighbourhood, or the college.

The problem of presenting the models stated into some sort of meaningful classification was solved by using as a base the classification used by Havighurst, Robinson and Dorr (1946) in their study of the ideal self of the child and adolescent. Some of the categories used in their study were not used in this research, because the models stated by the sample members did not fit into the authors' category of classification, an example was the "parent surrogate" category, for no such model was given in the responses which could be included in the category The question of sex differences was a consideration in the choice of model given. The courses involved in the sample, with the one exception of the ordinary National Diploma course in Business Studies which contained two males and twelve females, were single sexed. The total number of males in the sample was 148, females 65. An examination of the choice of model of the male and female group did not appear to form any discernable pattern, and so a comparison of models was made between the work groups.

Havighurst et al (1946) see the ideal model stated as part of the ideal self; they state " . . . Freudians explain the origin of the ego ideal as due to identification with people whom the child admires or fears." (p. 579), but they add that it is " . . . not stated by Freudians how important the later objects of identification are - such as teachers, youth gang leaders . . ." (p. 519). The authors also state that the concept of the ideal self is seen by social psychologists as a name for the integrated set of roles and aspirations which direct the individual's life.

The researcher considers that certainly the sort of model an

individual chooses as his ideal is based on admiration, need or fear, but there may be difficulty in emulating the choice of model. The individual who chooses John Lennon of the Beatles' fame, as his model will almost certainly have difficulty in reconciling his model's way of life with his own. It might well be pertinent to ask if an individual has any free choice in the choosing of his model, in that his social-cultural environment might well determine his choice for him.

Douvan and Adelson (1966) in their study of adolescent behaviour give consideration to models as the basis of behaviour. They do not see the ego ideal as a separate entity but rather as a collation of ideals, and " . . . these ideals differ greatly in depth, intensity, extensiveness, centrality and so on." (p.101). What is of importance to these writers is to consider the different ways in which the models would influence the different group members. Although some members of this student sample state that their models are pop musicians, not all of these will buy musical instruments, learn how to play them, and eventually form a pop group, but some students who give musicians as their model may well do so.

Douvan and Adelson (1966) analyse what they categorise as upward and downward aspiring adolescents; part of their analysis is an examination of the type of model chosen by these two groups. They asked respondents to name the adult they most admire. The upwardly mobile adolescent chose for the most part somebody outside his family; the writers comment: "we consider this last finding to be of some importance since it tells us that the boys in this group are more likely to have given up the immature over-idealisation of the parents." (p. 61) The upwardly mobile girls did not choose, even in a single case, glamour figures as an adult model. The authors comment that this indicates that the lack of glamour figures is an instance of the elimination of mobility as

fantasy. The upwardly aspiring boys did not choose fathers as models; their choice was outside the family circle, but this was not true of upwardly mobile girls who chose their mothers far more frequently than did the downwardly aspiring girls.

The essays which were written on the subject of the person I would like to be like, were analysed and classified, and are presented in the following table.

TABLE LVII

Models chosen by the three work groups as "The person I would like to be like"

Classification	Course Level		
	High	Medium	Low
	Each number represents the percentage of the total, the number of times the model was chosen.		
Parents	2.9	0	0
Relatives	0	3.3	2.9
Glamourous adults e.g. pop stars	1.4	5.7	8.9
Adults with substantial claim to adulation e.g. Francis Chichester	6.9	2.9	0
Sports heroes	0	2.9	5.1
Attractive figure within range of observation e.g. youth leader	4.6	2.3	0
Fictional characters e.g. James Bond	0	2.9	0
Coevals	0	2.3	1.4
Self	11.2	16.4	2.9
Unclassifiable	2.3	7.9	2.9

N=213

There was some difficulty in the classification of some of the models because answers were in the form of essays, and it was quite difficult to judge which category a model should be placed in, and for this reason no significance test was used on the figures.

From an analysis of the figures in the table, the following statements can be made which are based on the choice of model of the student sample.

The number of students who chose their parents was small, 2.9 per cent of the total. Relatives were chosen more frequently, 6.2 per cent. Glamorous adults received 1.4 per cent of the total model choices in the high work groups, and 8.9 per cent of the total were in this category in the low work courses. Attractive figures within the range of observation were not chosen as models by students in the low work courses, but some 6.9 per cent of the total models stated were in this category in the medium and high level work groups. The most frequently chosen model was the self, 30.5 per cent of the total model scores were in this category. Coevals as models represented 3.7 per cent of the total model score and were chosen by students in the medium and low level course groups, but not all by students in the high level courses. Similarly sports heroes were ignored as models by the members of high work courses, but 2.9 per cent of the total models stated were in this category in the medium work groups, and 5.1 per cent were in this category in the low work groups. Imaginary characters as models received 2.9 per cent of the total model score.

Observations on the choice of model of the student sample.

In the first place the models chosen were, for the most part, based on people whose qualities for the choice of model seemed commendable.

"I would like to be like. . . a person of sincere integrity,

honest and genuine and unbiased. Able to express opinions easily and make sensible ideas actually sound sensible.

I would like to be able to believe in God and then be a nun, as this can be such a happy way of life if one really believes."

Student 7 - High level work group.

"I would like to be like . . . a man who worked as a groundsman at a university - he was an artist by profession, and a very good musician. He had given up regular work outside and seemed to be an extremely fair man, a good judge of character, and very broadminded. I would like to be competent and very good at whatever I chose to do, and to be considered wise."

Student 1 - High level work group.

In the "Figures with substantial claim to adulation" category, the reasons given for the choice were for the most part based on the type of course that the student was attending; nurses tended to choose Florence Nightingale, and engineers to choose famous engineers.

"I would like to be like . . . Isambard Kingdom Brunel. I.K.B. was a brilliant engineer with a lot of revolutionary ideas (at that time) 1800's. He was greatly admired by people and left a number of lasting monuments to his talents; bridges, railways, etc."

Student 3 - High level work group.

In the "Glamorous figures" category were the film and pop star choice of model; comments often reflected reasons for the choice.

"I would like to be like . . . Princess Grace of Monaco for her beautiful features, speech and self poise."

Student 3 - Medium level work group.

"I would like to be like . . . Jack Bruce because of his bass playing and vocal abilities. Also because of his wealth and fame."

Student 11 - Low level work group.

Not all "essays" were informative:

"I would like to be like . . . my so called friends."

Student 16 - Low level work group.

"I would like to be like . . . John Lennon."

Student 7 - Low level work group.

The general impression of the models chosen was that they were not idealistic. The sports star was chosen because of his skill; the pop star was chosen because he could sing. Few essays were of the kind that emphasised wealth or fame as ends in themselves.

"I would like to be like . . . Bob Hope - rich and well up in the sociable circle. Friendly and willing to help others (Charity Shows)."

Student 3 - Low level work group.

The self category was an intriguing one. The study by Eppel and Eppel (1966) but not the study by Havighurst et al (1960), showed the self category to be a possible choice; the latter study was based on a younger sample than was the former one. Eppel and Eppel (1966 p. 125) state that there was a striking impression gained from the analysis of their essays of the substantial proportion of adolescents who stated that they had no wish to be like anyone other than themselves (52% of the girls and 37% of the boys).

They interpret this occurrance (p. 129) as the result of a happy home life which includes understanding parents. Of the 103 individuals whose choice of model was in the self category in the survey, 18 stated

they wished to remain themselves with some changes.

In the student sample some 30.5 percent of the total model choices were in this category, the highest proportion being in the medium level course groups, and the lowest in the low level work groups. This category contained the largest proportion of the student sample; perhaps this proportion is that which is well adjusted to the demands of society or have happy home lives.

Eppel and Eppel (1966) comment on the glamorous persons category by stating that "children from families of low economic status name a higher proportion of glamorous persons".(p.583). They see a pattern of ideal models for behaviour which is based on age. The ideal model in childhood is the parental figure; the young adolescent chooses a glamour figure; in late adolescence the model is a composite of desirable characteristics which may be symbolised by an attractive young adult or an imaginary figure. They state, "Anyone older than fifteen who reports a 'glamourous' person as his ego ideal is probably immature by standards of development as found in most young people." (p.591).

In the student sample some 16 percent of the models chosen were in this category, the lowest proportion coming from the high level groups, the highest from the low level groups, and for this latter group the category had the highest proportion of their number.

The general impression reached from our analysis of the essays of the student sample on the person they would like to be like, was that the majority of the students made realistice choices, and that the qualities of the models were, by society's standards, commendable ones. Few students chose parents as models; the most frequently chosen model was the self. In the light of the evidence cited in this chapter, it

can tentatively be suggested that the student choice of model for the most part represented that choice which would be made by balanced and adjusted individuals. The 'glamorous' choice of model was the most frequent choice of students on low level courses, and perhaps this is a reflection of the lower level of intelligence of this group as compared with the other groups. or their low level of social status. The analysis of the essays did not provide any evidence worth recording of any powerful influence of the pop world, with the possible exception of some 8.9 per cent of students on low level courses.

If the ideal self was to be regarded as a reference group the data suggest that for the majority of the sample the reference group was one which existed in the real as opposed to the world of fantasy. It is in fact the glamour choices of the low work groups which are examples of reference groups that the individual cannot really know, but which he considers he would like to belong.

In the case of the self as reference group, it is not easy to make any conclusions on the way such a category could be looked upon as a reference group, certainly it would appear likely that the individual would regard himself as a source of values. The evidence that those who chose this category were likely to come from happy homes could be construed that the happy home is the reference group for such individuals which is the same thing as saying that parents are the reference group.

Coevals did not appear as a particularly significant reference group for the sample members. Whether this could be taken to mean that the adolescent society could not be regarded as a reference group is not clear, but it does appear that from the data of this section of the work the tentative assumption could be made.

9. Self esteem in the learning situation

Self esteem is considered to be related to reference groups in that an individual is "defined" so to speak by groups who matter to him, and the image he comes to have of himself is formed by the opinions and reactions of others to him. This is basically the assumption behind Cooley's theory of the looking glass self, and is supported by the stratification hypothesis of Rosenberg (1965) which is that the group or individual belongs to, has in itself an accepted degree of self esteem.

Argyle (1970) sees self esteem as " . . . the extent to which a person approves of and accepts himself as praiseworthy either absolutely or in comparison with others." (p. 120). The comparison factor of self esteem can be related to reference groups in that reference groups are " . . . a standard for self evaluation." (Kretch, Crutchfield and Ballachay 1962 p. 102).

Maslow's hierarchy of needs theory is examined by Roe (1957) who suggests that if lower order needs of which self-esteem is one are unsatisfied then other needs which are classified as higher order needs, and which include the need for understanding and the need for learning will be prevented from appearing. The author's hypothesis provides a link in the relationship of self esteem and the learning process. The need for learning and understanding are considered in this research to be an integral part of the learning situation.

The relationship between self esteem and learning suggested by Roe (1957) on Maslow's work can be criticised by postulating that lack of self esteem might be compensated by the drive to achieve prestige and success which are seen as academic achievement. The question can be asked "Can it be assumed that those at the bottom of the social class scale have lower self esteem than those at the top of the scale?" The

question is asked because it is relevant to the relationship between social class and self esteem.

The origins of self esteem are seen by Argyle (1967 p. 123) to be similar to the origins of self image. The origins of self image are seen by the author (pp. 121-123) to be based on an awareness of how we look to others. " . . . to see ourselves we look to see how we are reflected in the reactions of others." (p. 121), a comparison of oneself with others who are constantly present, and the roles which have been played in the past. The author comments "During adolescence, and during student life, there is still no need to decide on a particular identity, and young people are allowed to experiment with and play at various identities, before they finally commit themselves." (p. 123). Children, states Argyle, introject (the concept has been formulated by him to mean the process whereby the individual adopts the perceptions and attitudes of others to him as his own) then parent's attitudes to themselves. The process can be compared, in the researcher's view, to that of a self fulfilling hypothesis in which the individual told that he is no good, thinks of himself as no good, and does in fact become no good.

Secord and Backman (1964) state that "A number of correlational studies have found that correspondence between self as seen by the individual and as he thinks others see him is greater than the actual correspondence between self concept and the views held by others." (p. 584).

This is taken to mean the individual comes to see himself in a certain light, because this is how he has been defined by others as it were, and when later confronted by various groups he assumes incorrectly that they have the same evaluation of his own self esteem, or personality,

as he has.

Rosenberg (1965) investigated the influence on self esteem on 5,024 adolescents between 15 - 18 years of age. He sees the period of late adolescence as one of unusual status ambiguity, emphasized by the fact that society lacks a clear concept of the status of the adolescent, for in many ways the adolescent is treated as a child, and in many ways as an adult. The period is also characterised by an awareness, and concern with self image.

The work of Cooley is cited by Rosenberg (1965 p. 11) when the former states that there are differences between attitudes to the self as compared with other objects, and that attitudes to the self have three principal elements namely, the imagination of the appearance of the self to others, the imagination of the judgement of this appearance, and some sort of feeling such as pride or mortification. Rosenberg 1965 considers that the emotional aspect of "pride or mortification" towards the self is important because such emotions" . . . are characteristic only of attitudes toward the self or toward ego involved objects." (p. 12). Such statements are interpreted by the researcher as objects which involve self esteem will produce a special type of emotion, for example, the failing of an examination does involve self esteem and presumably the failure would result in an attitude towards the self, (many 11 plus failures regard themselves as failures in many areas of life because they failed this examination).

James (1950 1890 p. 310) gives a brief formula for the measurement of self esteem which is that self esteem = $\frac{\text{success}}{\text{pretensions}}$. The formula appears to leave out much which is relevant to self esteem such as the socialisation pattern, but does suggest some interesting hypothesies for example that the student in the low level work group at

the college of further education is in a similar situation to the university student if both come up to their own expectations, and the result is high self esteem.

Rosenberg (1965 pp. 60-61) gives the basic hypotheses to explain why different individuals might have different degrees of self esteem. The one hypothesis is the stratification hypothesis which attributes self esteem to specific group membership, and the sub-culture hypothesis which suggests that membership to a given group often involves shared socialisation patterns which involve self esteem with other groups, and such differential treatment can result in different levels of self acceptance. This is taken to mean that different sub-groups give different degrees of self esteem to those who belong to them.

Both hypotheses are seen to be related by the research that social class is common to both. Rosenberg (1965 p. 40) states that the highest social class group in his sample had the highest proportion of those with high self esteem. In this thesis the questions are asked, and answered "Do members of the high level work groups have higher self esteem than members of the low work groups?" and "Do individuals with similar experiences one of which is the degree of parental acceptance have similar self esteem? The questions are answered by the data of tables XLVIII and LXIX.

The influence of self esteem in a student community is not easily stated. Low self esteem is associated with high anxiety in the Rosenberg research, but the relationship between high anxiety and academic achievement is a complex one. The work of Fromm-Reichman (1960) gives as the manifestations of anxiety:

(1) "interference with thinking processes and concentration"

(2) "a frequently objectless feeling of uncertainty and helplessness"

(3) "intellectual and emotional preoccupation"

(4) "blocking of communication"

(pp. 129-130)

Certainly with the exception of (3), all the stated manifestations of anxiety would hinder the motivation to learn. The relationship between anxiety and learning is not clear cut. Musgrove (1968 1964) states that there may be some doubt about the effectiveness of anxiety accomplishing intellectual tasks, but comments that an individual high on introversion and anxiety will " . . . gear himself for the sustained application to tasks which involve words ideas and abstractions . . . " (p. 6).

Rosenberg (1965 p. 150) summarises the work of Horney (1950 chapter 5) in which a relationship between high anxiety and self esteem is outlined. The contention is that through a variety of adverse circumstances in the family the child develops anxiety and retreats into a world of imagination where he creates an ideal self image of himself The comparison of this ideal and his real image renders to the real image as inferior to the ideal one, and a feeling of hatred and contempt develops towards the self. Rosenberg (p. 121) suggest that it is equally plausible to assume that the idealized image would arise in response to low self esteem in that the individual feels he is inferior to others.

The researcher suggests that self esteem should be considered as a factor in the learning situation, although the precise relationship of self esteem to learning is difficult to state. Low self esteem may be compensated by the desire to obtain the symbols of high self esteem which can be seen as qualifications, but on the other hand it may lead to withdrawal from the learning situation.

Low self esteem is associated with "putting on a facade" by

Rosenberg(p.56) and he suggests that maintaining the facade causes a strain for the individual who does so, but again it is not directly possible to state how this is related to the learning situation, except to suggest that strain takes away energy which might be given to a more academically profitable activity.

The concept of self esteem was measured by three questionnairs, CI, II and III which were designed by the researcher, and were constructed on conclusions reached by Rosenberg. The scores of the questionnaires were averaged, and converted to a ten point scale.

The degree of self esteem was analysed into the social class groups (as measured by father's occupation) of the student sample; this data is given in table LVIII, and each percentage stated is the percentage of the total sample population in the respective categories.

The null hypothesis was based on the entire table, and was that there was no difference between the self esteem scores of the social class groups.

TABLE LVIII

Self esteem and social class, analysed in the student sample.

	SOCIAL CLASS SCALE						
Self Esteem Score	1	2	3	5	5	6	7
1	0	0	0	0	0	0	0
2	0	0	0	0	0	1.4	0
3	3.3	0	1.9	.5	0	0	0
4	.9	.5	4.2	1.4	.9	0	0
5	0	5.2	6.6	2.8	3.8	0.5	0
6	1.4	4.2	3.8	7.5	8.9	5.0	0
7	0	9.9	1.9	5.6	8.5	3.3	2.8

Self Esteem Score	SOCIAL CLASS SCALE						
	1	2	3	4	5	6	7
8	0	0	.5	.5	0	0	2.3
9	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0

The null hypothesis was rejected (Chi Square 216.483:54 d.f. $p < .05$)

The data suggest that social class is related to self esteem, although the relationship is not a clear cut one.

High self esteem scores of 7 and 8 had the following percentages of the total in each social class group.

Social Class Group		
	1	0
	2	9.9
	3.	3.4
	4	6.1
	5	17.4
	6	3.3
	7	5.1

ie. 9.9 percent of the total sample were in social class group 2 and had self esteem scores of either 7 or 8.

17.4% of the sample population were in class group 5 and had self esteem scores of 7 or 8; 9.9 per cent of the sample were in social class group 2 with the same self esteem scores. Low self esteem scores of 2 and 3 were obtained by the following percentages of the total in each of the social class groups.

Social Class Group	1	3.3
	2	0
	3	1.9
	4	1.5
	5	0
	6	1.4
	7	0

Again the overall picture is not clear. What can be stated is that the data suggest conclusions which are different to those of Rosenberg (1965) who found that high self esteem was associated with high social class. The answer to the question "Do the low social class groups have low self esteem?" is found to be no, as far as the student sample is concerned.

The degree of self esteem was measured in the work groups.

The null hypothesis was that there was no difference between the self esteem scores of the work groups.

TABLE LIX

The self esteem scores of the three work groups.

	Course level of work			
Self Esteem Score	high	medium	low	
	%	%	%	Chi Square
1	0	0	0	high with medium 15.133
2	0	3.0	0	medium with low 11.476
3	4.8	6.1	5.9	high with low 7.849
4	14.3	5.1	5.9	
5	27.0	13.1	19.6	
6	30.2	36.3	21.5	

Self Esteem Score	Course level of work			
	high	medium	low	
	%	%	%	Chi Square
7	23.7	29.3	47.1	
8	0	7.1	0	
9	0	0	0	
10	0	0	0	
Total	100	100	100	
N	63	99	51	

The null hypothesis was accepted for all groups.

The data show that it does not follow that students on high work courses have high self esteem and students on low level courses do not. Low self esteem scores of one to three were obtained by 4.8, 9.1, and 5.9 percent of the high, medium, and low level groups respectively. High scores of eight to ten were obtained by 7.1 percent of the medium level groups. The remaining scores were obtained by 95.2, 83.8 and 84.1 percent of the respective groups. The highest percentage of students were in this category.

The self esteem scores of groups categorised by the degree of parental acceptance were compared in Table LX.

The null hypothesis was that there was no difference between the self esteem scores of groups categorised by the degree of acceptance by parents.

TABLE LX

The self esteem scores of groups categorised by the degree of acceptance by parents.

Self Esteem Score		Degree of parental acceptance: high %	medium %	low %	Chi Square
Low	1	0	0	0	high with medium 8.034
	2	0	0	5.9	medium with low 5.565
	3	5.3	6.3	5.9	high with low 14.151
	4	8.7	6.3	7.8	
	5	12.3	25.0	27.4	
	6	31.6	37.4	23.5	
	7	36.8	25.0	27.5	
	8	5.3	0	2.0	
	9	0	0	0	
High	10	0	0	0	
	Total	100	100	100	
	N	114	40	51	

The null hypothesis was accepted for all groups.

The data show that the degree of acceptance by parents is not associated with the degree of self esteem. Low self esteem scores of one, two and three were obtained by 5.3, 6.3 and 11.8 of the high, medium and low groups categorised by the degree of acceptance by parents.

High self esteem scores of eight to ten were obtained by 5.3 per cent of the high, and 2.0 per cent of the low acceptance groups. The largest percentage 89.4, 9.37 and 86.2 percent of the respective groups obtained scores of between four and seven. It does not appear from

the data that the family circumstance of low acceptance by parents resulted in low self esteem.

To summarize this section of the work is to state that both high and low self esteem scores were not typical of the student sample.

For those students in the high and low degrees of self esteem it was not really possible to say what was the variable which specifically could be related to the categories. The categories were related to social class to a limited extent, but there was little evidence to suggest that the working class family was one in which experiences tended to produce low self esteem. This last statement could be taken to mean that in the low social class groups the pretensions of the groups were achieved.

High self esteem did appear to be related to high social class if a 7 score (out of 10) was indeed indicative of high self esteem.

It was surprising to find that self esteem appeared to be unrelated to the degree of acceptance by parents. Perhaps as long as a group, particularly a reference groups, accepts an individual then his self esteem may be the result of experiences in this group.

Self esteem may be dependent upon the degree of acceptance by a variety of groups rather than by the one specific group of parents.

10. Role conflict

Role conflict as measured by this research implies the recognition and acceptance of the views of others of the student role. A high degree of role conflict is seen to be indicative of the acceptance of others' expectations of a role which are in themselves contradictory, and the acceptance of these others' expectations suggests that their opinions matter, and in this sense they are considered as reference groups.

One view of the relationship between role conflict and reference group identity is given by Kelvin (1970) "In essence such (role) conflict arises from the existence and apparent claims of two or more reference groups whose expectations are incompatible; it develops when it becomes impossible to meet the expectations of role-partners." (p.159). The example is of inter-role conflict, states the author, who adds that a similar process is involved in intra-role conflict. Intra-role conflict arises when there is disagreement on what is proper behaviour for role occupants states Brown (1965), and such conflict is resolved he suggests when nonsense is stated about the behaviour expected of such a role.

Kelvin (1970) sees as the solution to both forms of conflict an appeal to a "third party" whose approval of the individual's decision, or solution, is seen as detached and objective. This "third party" or "single order reference group" can be a group of people the individual knows about, and such a group is frequently a stereotype. The resolving of role conflict is achieved, states Kelvin, "... by a change of reference group which is deemed relevant; the new reference group is a "higher order" reference group; it is a "higher order" group both in its greater generality and in that expectations which are associated with it are given precedence over those of the conflicting groups." (p.161).

The student of the College of Further Education is an occupant of a role - the role of student, but it is uncertain if the student himself knows what a group defines the behaviour expected in such a role. The role can involve the individual in role conflict. The individual, for example, may accept the student role as that defined by the College which need not be that defined by his course group. This form of role conflict is an example of inter-role conflict. Intra-role conflict would occur when the student is uncertain of what is expected of him in his role. Should he write notes in class? Should he ask questions? The "third party" appeal for clarification of the role could be made to a college lecturer.

The organisations imposes roles on its members. Kretch, Crutchfield and Ballachey (1962 pp. 502-503) cite the studies of Merton on the influence of the bureaucatic organisation on its members, McGregor on the influence of the industrial organisation on the worker, and Argyris on the conflict between management and worker in industrial organisations. Role conflict in the school organisation has been a subject for study. Such studies have had as their subject the role conflict of the teacher Wilson (1970) Hoyle (1969) and that of the pupil and student Musgrove (1968 1964). The Musgrove study is relevant to this research.

The student at the College of Further Education is a member of this institution when he is on its premises. It is assumed that the student role identity is accepted in varying degrees by the student members of the College, e.g. some students would carry the role into their home lives, others would discard it as they left the College, and others still would have difficulty in assuming the role at all.

The conflict between the home and the school is seen in a statement by Hoggart (1960), the conflict of the grammar school

boy "For such a boy is between two worlds of school and home; and they meet at few points. Once at the grammar school he quickly learns to make use of a pair of different accents, perhaps even two different apparent characters and differing standards of value." (p.296). Hoggart's statement is taken to mean that for some the values of the home and the school are compatible, but for others they are quite different.

The social class composition of the student population sample has been stated in sub-section 2 of this chapter. The entire range of the social class scale is represented in the sample. It is not possible to state how many students found the college values an extension of home values, especially is the high and low work group members are considered from this point of view. What can be said is that for some students their social class background will involve them in some degree of role conflict at the College.

Musgrove (1968 1964) outlined a method of measuring role conflict in the pupil and student role. Role demands and expectations made upon an individual occupying a particular status, are seen by the author as those which may not be the same as the individual's conception of the role. The individual's conception of the role, as well as the expectation of others of it, may not be that of his actual role performance. As Musgrove puts it "the size of the discrepancy between role demands, role conception and role performance is a measure of the conflict experienced by a person in a particular status." (p.111). The model is more complicated than the simple triangle of forces, adds the author, because the role demands need not be in agreement, and the role self usually implies conflicting expectations.

No work is knowm to Musgrove which attempts to qualify and measure the conflict or tension between role demands, conception and performance for individuals occupying particular statuses, and

so he devises a method for doing so. The method involved the construction of four "areas of behaviour" which were associated with the behaviour of adolescents, for example "fit and good at games." The four areas of behaviour were ranked from 1 - 4 in order of importance from the viewpoint of the ideal self, parents and friends and as they applied to the respondents real self. The area of behaviour "fit and good at games" for example, might have a voting of 1 for what the respondent considered to be the rating of his ideal sect, a rating of 3 for the area of behaviour as far as his friends and parents are concerned (the rating is what he would expect them to give) and a rating of 4 for what he was really like. By computing the Coefficient of Concordance given by Kendall)1948 pp. 80-89) for the rank rating a measure of role conflict is obtained.

The formula for the Coefficient of Concordance (W) is:

$$W = \frac{12\ s}{M^2(N^3-h)}$$

When S = the sum of the squared difference between observed and expected ranks

M = the number of "Judges"

N = the number of ranks

In this thesis M = 5 and N = 4.

The same method has been used in this research to measure student role conflict. The areas of behaviour were arranged into three separate tables. The reason for the three tables is that it was thought that an analysis of one table might give a biased score because of a given area of behaviour.

The areas of behaviour were as follows:

Table 1

good at course subjects

good at games

popular with students

respectful and polite to parents and elders

Table 2

having many friends of the opposite sex

generally acting as a mature student

working hard at college

having a good time, enjoying yourself etc.

Table 3

working for qualifications

acting as a student type *

good at conversation

able to stand up for yourself

* there are several models appropriate here, e.g. having very long hair to having very short hair. As long as you feel that you wish to conform to a student image, then you could say that you are acting as a type.

The "Judges" for the tables were "ideal" "parents" "friends" "college" "real"; the "real" category was one in which the rating of 1 was given to the description nearest to the respondent's real self.

The scores of the three tables were averaged. The categories of conflict were arranged as in Musgrove's study.

high conflict 0.00 - 0.33

medium conflict 0.34 - 0.66

low conflict 0.67 - 1.00

The study by Musgrove (1968 1964) was carried out in junior, secondary modern and grammar schools as well as a College of Technology. His analysis showed that the greatest degree of role conflict was found among grammar school boys, and technical college students (the College of Technology is referred to as a Technical College in the study). The lowest degree of role conflict was

found among secondary modern girls, and junior school children. He states "no evidence was found in this inquiry to support the view that working class children in grammar schools experience greater conflict than middle class children." (p.116). The statement leads to speculation on the nature of the grammar school pupils' conflict. No mention is made in the author's book of the I.Q. level of the pupils he investigated, and possibly this is a factor which influences the degree of role conflict. Musgrove states (p.119) that both grammar school boys and girls saw in the ideal image of themselves "a bridge" between the different demands of the role as they perceived their friends, and adults to see it, and that this was not true of either the secondary modern boys and girls. The author admits that his interpretations are speculative. The grammar school boys were found to be "more at odds" with themselves than were the pupils of the secondary modern schools. Musgrove cites the work of Hallworth (1961 p.31) who states that the grammar schools select those already prone to self blame, self criticism and a hypercritical attitude to others. Musgrove comments that if this was the case, the good grammar school pupil would have, in Freudian terms, a strong super-ego; by this same criterion the potential grammar school pupil in the junior school, would already experience more role conflict than their contemporaries, but his evidence showed that this was not the case. The author comments

> It seems probable that it is the experience of a particular type of educational institution, perhaps in conjunction with pre-existing personality traits, which promotes or reduces rele-conflict, the grammar school and the technical college, which make extreme demands upon their pupils and emphasise their dependence and protracted exclusion from full involvement in adult affairs, may induce a deeper sense of conflict than the modern school, with its more moderate demands and more intimate relationship, particularly for the 14 and 15 year olds, with the adult world. The male technical college students were older than the grammar and modern school pupils, and had come from both modern and grammar schools, yet irrespective of their previous education their role conflicts were as extreme as those found among the grammar school boys.
>
> p.122.

It was not possible to establish whether the student sample of this research feels that the College makes extreme demands of them. The analysis of role conflict in the sample population was based on comparisons of course level of work, and the degree of acceptance of parents. Suggested hypotheses were that high conflict was typical for high level work groups as the demand of the level of work was high, and that those in the high parental acceptance category would experience low conflict, because they would presumably accept much of their parents' values.

The role conflict scores were arranged into groups categorised by the course level of work, and degree of parental acceptance.

The Null hypothesis was that there was no difference in the degree of role conflict between groups within the group categories.

TABLE LXI

The degree of role conflict in the three work groups

	level of work			
Degree of conflict	high %	medium %	low %	chi square
high	19.0	30.3	52.9	high with medium 2.856
medium	55.6	44.4	47.1	medium with low 17.469 *
low	25.4	25.3	0	high with low 22.810 *
total	100	100	100	* significantly different at 95% level of significance.
N	63	99	51	

The Null hypothesis was rejected for the medium and low, and high and low work groups.

The high degree of role conflict was less for the high, by percentage, than it was for the low work group members. The hypothesis that the "demands" of the high level courses would result in high role conflict is not verified by the data. The low level group members did not have any of their number in the low level of role conflict category, 25.4 per cent of the high and 25.3 per cent of the

medium work groups are in this category. Over one half (52.9 per cent) of the low level work groups are in the high level of role conflict category. The percentage of those in this last category decreases as the level of course work increases.

It is not easy to state why the low level course group members have half of their number in the high role conflict category. This finding is in keeping with that of Musgrove's "technical" college students' high degree of role conflict in a part time engineering course, and it is possible that it is the "part time" factor which is the relevant one. The low level course groups of the sample in this research were also part time, and possibly the low proportion of time spent in the student role results in a high degree of role conflict.

TABLE LXII

The degree of role conflict of groups categorised by the degree of acceptance by parents.

	parental acceptance group			
Degree of	high	medium	low	chi square
role conflict	%	%	%	high with medium 5.639
high	29.8	14.6	54.9	medium with low 18.981 *
medium	51.8	54.2	35.3	high with low 9.8 *
low	18.4	31.2	9.8	
total	100	100	100	* significantly different at
N	114	48	51	95% level of significance

The Null hypothesis was rejected for the medium and low, and high and low acceptance by parents groups.

The low parental acceptance group members had the highest percentage in the high role conflict category - 54.9 per cent, and the difference between this percentage and those of the other two groups was statistically significant. The medium acceptance course groups had the lowest percentage (14.6 per cent) in this category.

Low role conflict was highest, by percentage, for the medium acceptance groups - 31.2 per cent, and lowest for the low acceptance groups. The low acceptance group scores were statistically different from the other groups. It can be stated that high and medium parental acceptance is more likely to bring about low role conflict than is low parental acceptance. The hypothesis stated earlier that high parental acceptance is likely to be associated with low role conflict is t to some extent supported by the data, but the group have more often numbers in the high as compared with the low role conflict category.

This section of the work shows that high role conflict was associated with low level course work, and low degree of parental acceptance.

High role conflict scores were obtained by 19.0 per cent of the high, 30.3 per cent of the medium and 52.9 per cent of the low work groups. The percentages can be said to be relatively high.

The high role conflict scores to some extent indicate reference group conflict. The high role conflict score is an example of inter-role conflict. The former statement is based on the assumption that the individual who experiences role conflict is aware of the conflicting expectations others have of his student role.

Low role conflict can be said to result from the recognition that others' expectations of the student role are similar.

The high role conflict scores of the low level work group members is a factor which is relevant to the understanding of the behaviour of such groups.

11. Personality conflict in the learning situation. Research has investigated the relationship between family and personality.

One early such research carried out by Adorno, Frenkel-Brunswick, Levinson and Sandford (1950) showed that there were differences in the childhood situation of the high ethnocentric and low ethnocentric personalities. At the extreme end of the scale, the high ethnocentric scorer tended to be one who would hold conventional values, was power orientated in personal relationships and had a rigid personality organisation. His childhood was characterised by harsh threatening parental discipline, love being dependent upon approved behaviour; the family structure was hierarchial, and there was concern about family status. The low ethnocentric scorer had personality traits opposite to those of the high ethnocentric one, and the former's childhood was characterised by family behaviour opposite to those of the high ethnocentric scorer. The work of McKinley (1964) has been examined in this investigation. He postulates that the harsh punitive father tends to have his sons identify with the mother, a process referred to as cross identification by Clay Smith (1968 1961) which ".... occurs when a boy identifies with his mother or a girl with her father. It develops because the child learns to fear and hate the parent of the same sex." (p.301). Such a process, suggests the author, is likely to lead to guilt and anxiety and frequently to anti social behaviour. Similar conclusions are stated by McKinley (1964 p.93).

Cleveland and Longaker (1967) examine two psychological concepts which are those of self disparagement and value conflict and do so within the context of the family. Value conflict was seen as likely when in incompatible orientations became part of the personality, and self disparagement was likely to arise when, for example, parents held out extraordinary models of behaviour. The authors make a study of several families to make understandable the problems of clinic patients. "Stan"(pp.163-166) is seen as

an individual who has internalized a puritan ethic from his mother, and an "enjoyment" ethic from his father, and the conflict between the two ethics led to his becoming a clinic patient at a mental home. The example is one of value conflict within an individual.

The authors stress the link between self disparagement within the family situation.

The work of Harry Stack Sullivan is cited by Cleveland and Longaker (1967 p.174) who proposed disparagement as "..... the sine qua non of neurosis." The concept of self disparagement is defined by the authors as "... an habitual choice of extreme devaluation as a pattern for coping with problems of an intra-psychic and interpersonal nature." (p.174). The authors' diagram which linked the concept to the learning situation was given in the Review of Pertinent Literature (diagram 2). Basically the theme outlined by the diagram was that value conflict resulted in psychological processes which made responses to new situations, including learning, coldly unrewarding.

The work cited has been given to provide evidence of the link between family experiences and what can be loosely called "psychological problems". The research suggests that such problems will be manifested in the learning situation. Data from this research provided evidence of role conflict in a student population (Table LXI) as well as evidence of severe punishment (Table V).and low self esteem (Table LIX).

This thesis cannot establish the specific root cause of the situation which results in psychological maladjustment for members of the student sample, but it is concerned with investigating reference group identity in the sample population and it is suggested that the nature of some forms of identification will bring about "psychological" problems.

In this investigation some forms of behaviour and personality traits which can be called psychological maladjustment were investigated, and the behaviour was compared between groups within the three main group categories used in the research.

The forms of behaviour and personality traits which were investigated in the sample population were as follows:

(a) the degree of self popularity

(b) the degree of neurosis

(c) the degree of introversion - extroversion

(d) the degree of difficulty on concentrating on course work.

Rosenberg (1965 table 6 p.177) showed that high self esteem was characterised by a high score, relative to low self esteem, on such self descriptive personality traits as pleasantness, being likeable, popular, good natured, and well liked by many people.

In Questionnaire F the following was stated.

There are .....members in this course group. If each member could invite three members of the course group to a party, it would follow that your name could be on 0 to.....invitations. How many invitations do you think you would receive from members of this group to attend a party?

The number in the course group was given on the dotted lines.

Three categories of self popularity (referred to as subjective popularity in this thesis) were proposed, and they were based on the percentage of the total the respondent gave as the number of invitations he stated he would receive. The categories and the percentage of the total in each were as follows:

Low	0 - 30 percent
Medium	31 - 60 percent
High	61 - 100 percent

The pilot survey experience had suggested that students were not likely to place themselves by responses in the high category of

subjective popularity and for this reason the category contains the largest percentage range.

The responses to the question were arranged into groups categorised by the level of work, and degree of acceptance by parents.

The null hypothesis was that there was no difference between the popularity scores of the groups in each group category.

TABLE LXIII

The degree of subjective popularity of the three work groups.

	Level of Work			
Category of	High	Medium	Low	
Popularity	%	%	%	Chi square
High	14.3	8.2	0	High with Medium 21.015 *
Medium	41.3	13.4	47.1	Medium with Low 23.041 *
Low	44.4	78.4	52.9	High with Low 7.923 *
Total	100	100	100	
N	63	99	63	* Significants different at 95% level of significance.

The null hypothesis was rejected for all groups.

The percentage of course group members in the high category of subjective popularity decreased as the level of work decreased. The high level work groups had 14.3 percent, the medium 8.1 percent, and the low level groups had none of their number in the high category. The medium category of popularity contained 41.3 percent, 13.1 percent and 47.1 percent of the respective groups. The medium level work group had the lowest percentage in this category. The low degree of subjective popularity contained 44.4, 78.4 and 52.9 percent of the high, medium and low work groups. The medium work groups had the highest percentage 78.4 percent of all groups

in any category, in the low category of subjective popularity. The high level work groups had the lowest percentage (44.4 percent) of all groups in the low subjective popularity category. For all groups the low subjective popularity category contained the highest percentage of the popularity categories.

TABLE LXIV.

The degree of subjective popularity of groups categorised by the degree of acceptance by parents.

	the degree of acceptance by parents			
Category of popularity	High %	Medium %	Low %	Chi square
High	8.8	0	13.7	High with Medium 5.666
Medium	24.6	35.4	35.3	Medium with Low 7.383 *
Low	66.6	64.6	51.0	High with Low 3.698
Total	100	100	100	* Significants different at 95% level of significance
N	114	48	51	

The null hypothesis was rejected for the medium and low accpetance groups.

The high subjective popularity category contained 8.8 percent of the high and 13.7 percent of the low acceptance group. The difference between the nil response of the medium and the 13.7 per cent of the low acceptance group in this category was statistically significant. The medium popularity category contained 24.6, 35.4 and 35.3 percent of the respective groups. The low popularity category contained 66.6, 64.6 and 51.0 percent of the respective groups. The low acceptance by parents group had the lowest percentage in the low category of popularity; the high acceptance group had the highest percentage in this category. It can be tentatively suggested that low parental acceptance increases the defence mechanisms, and individuals with a low degree of parental

acceptance will not admit to being unpopular in both the home and out of it. The tentative hypothesis arising from the high acceptance group's high percentage (52.9 percent) in the low popularity category is that for such a group acceptance by parents means accepting their values, and such values were seen to be different from those of the course group members which resulted in individuals in this situation feeling that they would be unpopular.

The data of Table XXXI show that members of the course group were accepted less by low level course group members than any other group. The medium level course groups had the highest acceptance of the course group members by the individuals who comprised them. This information is given here to illustrate the difficulty of formulating an hypothesis to explain the data of the last two Tables. It is not a case that those who accept their group feel accepted by the group. One possible conclusion to explain the low self popularity scores of the various groups, is given by the evidence from many writers that the adolescent period is characterised by a feeling of being misunderstood and criticised. Odlum (1961 1957) for example states that the adolescent has "... a lurking fear that the critics may be right, and that they are in fact "queer" so that nobody will want them, and they will be rejected and isolated." (p.65).

Self conflict is a subject investigated in this section of the work. McKenzie (1946) defined psychological conflict as "... the presence in the mind of two or more dynamic tendencies striving simultaneously for incompatible goals." (p.68). His example of such conflict is shown by the tendency to both submit to and rebel against authority. The author suggests that childhood experiences result in the internalisation of prohibitions which later on result in interior conflict ".... whose repression results in neuroticism or difficulty in moral growth." (p.71).

Experiences in the home influence the individual's psychological make up. Evidence for this statement is provided by McKenzie (1946 p.55) who states that the threatening parent can give the feeling that love may be withdrawn at any moment; the child will react in some way to gain his sense of security. His anxiety and insecurity is repressed, and this leads to such behaviour as submissiveness and repressed hostility.

The degree of neurosis was measured in the student sample population on the assumption that a high degree of neurosis is a symptom of psychological disturbance. No theory is advanced in this research which attempts to explain the cause of neurosis in the student sample, but what is tentatively suggested is that reference group identity can be used as a concept to explain individual conflict, because the individual can identify with a reference group whose values are not suitable for him, or that such values are not suitable for the institutions in which he finds himself.

The Institute for Personality and Ability Testing Neuroticism Scale Questionnaire measured the degree of neurosis on a ten point "sten" scale.

The degree of neurosis in the student sample population was analysed and scores arranged into groups categorised by the course level of work, and degree of acceptance by parents.

> The null hypothesis was that there was no difference between the neurosis scores of groups within the group category.

TABLE LXV

The Neurosis scores of the three work groups

Neurosis Score		Course level of work: High %	Medium %	Low %	Chi square
Low	1	0	3.1	0	High with Medium 13.324
	2	19.0	8.1	0	Medium with Low 43.569 *
	3	19.0	26.1	5.9	
	4	15.9	6.1	11.8	High with Low 34.111 *
	5	14.3	24.2	17.6	
	6	4.8	4.0	21.6	
	7	14.3	17.2	5.9	* Significantly different at 95%
	8	3.2	5.1	21.6	level of significance
	9	9.5	6.1	9.7	
High	10	0	0	5.9	
Total		100	100	100	
		63	99	51	

The null hypothesis was rejected for the medium and low and high and low work level groups.

High scores of between eight to ten were obtained by 12.7 percent of the high, 11.2 percent of the medium and 36.2 percent of the low level work groups. The low work groups percentage of 36.2 percent is significantly different from those of the other two groups. Low sten scores of between one and three were obtained for the respective groups by 38.0, 38.3 and 5.9 percent of their number. The percentage of low sten scores of the low work group are lower than those of the other two groups, and the difference is statistically significant. Sten scores of between four and seven were obtained for the respective groups by 49.3, 51.5 and 56.9 percent of their number.

The low level work group members had a large percentage (36.2 percent) of their number obtaining high sten scores of eight or more, and a low percentage (5.9 percent) obtaining low sten scores of one to three.

TABLE LXVI

The neurosis score of the members of group categorised by the degree of acceptance by parents.

Neurosis Score	Degree of parental acceptance: High %	Medium %	Low %	Chi square
1	0	6.3	0	
2	5.3	16.7	11.8	High with Medium 22.844 *
3	23.5	12.5	15.7	Medium with Low 24.403 *
4	5.3	14.6	17.6	
5	28.1	20.8	0	
6	7.9	12.5	5.9	High with Low 36.213 *
7	16.7	6.3	13.7	
8	7.9	4.0	13.7	* Significantly different
9	5.3	6.3	15.7	at 95% level of
10	0	0	5.9	significance.
Total	100	100	100	
	114	48	51	

The null hypothesis was rejected for all groups.

Low sten scores of between one and three were obtained for the high, medium and low level acceptance groups respectively by 28.8, 25.5 and 27.5 percent of their number. The respective percentages for sten scores of between four and seven were 58.0, 54.2 and 37.2 percent. High sten scores of eight to ten were obtained by 13.2 percent of the high, 10.3 percent of the medium and 35.3 percent of the low parental acceptance groups. The high sten score of the low acceptance group, 35.3 percent of their number, is statistically different from those of the other two groups.

In the handbook for the Neuroticism Scale Questionnaire it is stated, "Indications are, therefore, that the psychologist should give therapy serious consideration when a sten of 7.0 is reached for total neuroticism level, and certainly when the level reached 7.5, 8.0 or more." (p.28). The "cut off point" was suggested at 8.5 stens for normal versus neurotic diagnosis. In this research the "cut off point" has been taken as 8.0 and more, and some 12.7 percent of the high, 11.2 percent of the medium and 36.2 percent of the low level work groups, are in this category. The hand book for the Neuroticism Scale Questionnaire suggests that between 20-25 percent of the population are in this category.

Table LXVI provides data on the degree of introversion-extroversion in the sample population.

The introversion trait has been described in several ways. Guildford (1959), for example, stresses the attentiveness and alterness of the trait. ".... alertness versus inattentiveness is a matter of keeping in rapport with the environment versus being inattentive or absent minded." This quotation is given by Smith (1968 1961 p.163) whose own definition of the trait is ".... a person of high aesthetic values and low economic values who has a strong inclination toward meditative and reflective thinking...." (p.163). The extrovert is described by the same author as ".... a person of low aesthetic values, high economic values, and a strong disinclination toward reflective thinking." (p.163). From Smith's definition it would appear that introverts would be more likely to excel at academic work.

The introversion-extroversion trait was measured in the sample population by the Esysenck and Esysenck personality inventory A, and the scores were arranged into groups categorised by the course level of work, and degree of acceptance by parents.

The null hypothesis was that there was no difference between the introversion-extroversion scores of the groups within the group categories.

TABLE LXVII

The introversion-extroversion scores of the three work groups.

	Course level of work			
	High	Medium	Low	Chi square
Low introversion score	%	%	%	High with Medium 41.808 *
1	0	2.0	0	Medium with Low 46.166 *
2	0	4.0	5.9	High with Low 33.923 *
3	0	3.0	0	
4	0	9.1	11.8	* Significantly different at
5	38.1	24.2	0	the 95% level of significance.
6	7.9	30.4	9.8	
7	25.4	11.1	25.5	
8	14.3	16.2	29.4	
High extroversion score				
9	14.3	0	17.6	
10	0	0	0	
Total	100	100	100	
N	63	99	51	

The null hypothesis was rejected for all groups.

The low introversion category (scores one to three) contained 9.0 percent of medium and 5.9 percent of the low work groups. No members of the high level work course groups were in this category. The difference was statistically significant. The medium category on the scale represented by scores of between four and seven contained for the respective groups 71.4, 84.7 and 47.1 percent of their number. The high extroversion scores were obtained by 28.6 percent of the high, 16.2 percent of the medium and 47.0 percent of the low level work groups. The low work groups had the highest percentage in this category and the difference was statistically significant.

TABLE LXVIII

The introversion-extroversion scores of groups categorised by the degree of acceptance by parents.

		Degree of parental acceptance			
		High	Medium	Low	Chi square
Low introversion		%	%	%	High with Medium 12.5
score	1	1.8	0	0	Medium with Low 14.175
	2	1.8	8.3	2.0	High with Low 11.755
	3	1.8	2.1	0	
	4	7.8	6.3	5.9	
	5	27.2	25.0	9.8	
	6	19.3	14.55	21.6	
	7	15.8	25.0	19.6	
	8	14.0	18.8	29.3	
High extroversion					
score	9	10.5	0	11.8	
	10	0	0	0	
	Total	100	100	100	
	N	114	48	51	

The null hypothesis was accepted for all groups.

Low introversion scores of between one and three were obtained by 5.4 percent of the high, 10.4 percent of the medium and 2.0 percent of the low acceptance groups. The medium score range of between four and seven contained 70.1, 70.8 and 56.9 percent of the respective groups. The high extroversion scores were obtained by 24.5, 18.8 and 41.1 percent of the high, medium and low acceptance by parents groups. The highest extroversion score was obtained by the high level acceptance group.

Smith (1968 1961) had given a definition of introversion which suggested that the trait was associated with meditative and reflected thinking, and this would appear to give academic achievement as an accomplishment more typical of introversion and

extroversion. Musgrove (1968 1964) and Venables (1967) suggest that achievement is related to introversion more than extroversion. The sample population of this research had relatively few numbers in the introversion category.

How difficult did members of the student sample find concentrating on their course work? Douvan and Adelson (1966) writing on the conflict ridden personality state, "The conflict ridden personality has so much of his energy tied up in defensive processes, in maintaining an intrapsychic "steady state", that there is not enough left over for either work or play." (p.62). This is not to suggest, in the researcher's view, that an individual who does not have the energy for work is bound to be suffering from conflict, but it is a possible factor in such behaviour.

Questionnaire K, contained seven statements which measured the degree of concentration in the student sample. Each statement was followed by five boxes headed true, usually true, neutral, false, usually false, and the respondent was asked to place a tick in the box which best represented his view. Scoring was based on the following scale:

true	5
usually true	4
neutral	3
false	1
usually false	2

The last two categories were inserted to avoid the halo effect of such a Questionnaire.

An individual's score was converted to a ten point scale by subtracting seven from it, and multiplying the result by 10/28.

The statements were as follows:

concentrating on class work is hard

it is difficult to concentrate on what is being said in class

writing essays is difficult

most subjects on this syllabus are difficult to understand

paying attention in class is difficult

homework is hard to get down to

The responses of the student sample to the statements were arranged into groups categorised by the level of course work, type of attendance and degree of acceptance by parents.

The null hypothesis was that there was no difference between the "concentration" score of groups within each group category.

TABLE LXIX

The degree of difficulty in concentrating on course work of the three work groups.

Concentration Score		Course level of work: High %	Medium %	Low %	Chi square
Ease of concentration score - low	1	9.5	3.0	0	High with Medium 34.895 *
	2	14.3	3.0	0	
	3	20.5	7.1	13.7	Medium with Low 38.874 *
	4	17.5	29.3	3.9	
	5	23.8	21.2	11.9	
	6	4.8	21.2	29.4	
	7	1.6	6.1	33.3	High with Low 52.091 *
	8	3.2	3.0	7.8	
Difficulty of concentration high score	9	4.8	0	0	* Significantly different at
	10	0	6.1	0	95% level of significance
	TOTAL	100	100	100	
	N	63	99	51	

The null hypothesis is rejected for all groups.

Ease of concentration on course work was represented by low scores of between one and three which were obtained by 44.3 percent

of the high, 13.1 percent of the medium and 13.7 percent of the low level work course.

The high level work groups had a highest percentage in this category and the low level work groups had the lowest. The differences were statistically significant. Scores of between four and seven were obtained by 47.7, 77.8 and 78.5 percent of the high, medium and low level work groups. The percentage of students in this category increased as the level of course work decreased. The high scores, of between eight to ten, indicating difficulty in concentrating on course work, were obtained by 8.0, 9.1 and 7.8 of the high, medium and low level work groups. The proportions are relatively low.

TABLE LXX

The degree of difficulty in concentrating on course work of groups categorised by type of college attendance.

		Type of attendance			
Concentration Score.	ease of concentration	Full Time %	Block Release %	Day Release %	Chi square
low score	1	0	8.3	2.0	Full time with block release 30.251*
	2	9.1	6.3	0	Block release with day release 40.064 *
	3	24.2	7.3	7.8	
	4	21.2	24.0	9.8	Full time with day release 39.888 *
	5	18.2	26.0	9.8	
	6	7.6	18.8	31.4	
	7	6.1	3.1	33.3	* Significantly different at 95%
	8	4.5	3.1	5.9	level of significance.
	9	0	3.1	0	
difficulty of concentration high score	10	9.1	0	0	
	Total	100	100	100	
	N	66	96	51	

The null hypothesis for all groups was rejected.

Low scores of between one and three were obtained by 33.3 percent of the full time, 21.9 percent of the block release and 9.8 percent of the day release courses. Ease of concentration declined significantly from full time to day release courses; the latter courses have few members who find concentrating on course work easy, scores of between four and seven were obtained by the full time, block and day release courses respectively by 53.1, 71.9 and 84.3 percent of their number. The differences are statistically significant and the day release courses have the largest number, by proportion, in this category. Scores of between eight and ten, indicating difficulty in concentrating on course work, were obtained by 13.6, 6.2 and 5.9 percent of the respective groups. The full time course members had the highest percentage in this category, and the proportion decreases with time spent at the college. The differences were statistically significant.

TABLE LXXI

The degree of difficulty in concentrating on course work, of groups categorised by the degree of acceptance by parents.

		Degree of parent acceptance			
Concentration Score		High %	Medium %	Low %	Chi square
Ease of concentration	1	5.3	6.3	0	High with Medium 33.555 *
low score	2	2.6	16.6	2.0	
	3	9.6	14.6	17.6	Medium with Low 37.611 *
	4	24.6	6.3	21.6	
	5	17.5	29.2	15.7	High with Low 29.872 *
	6	19.3	27.0	7.8	
	7	16.7	0	9.8	
	8	4.4	0	7.8	* Significantly different at 95%
difficulty of concentration	9	0	0	5.9	level of significance
high score	10	0	0	11.8	
	Total	100	100	100	
	N	114	48	51	

The null hypothesis is rejected for all groups.

Low scores of between one and three were obtained by 17.5, 37.5 and 19.6 percent of the high, medium and low acceptance groups and these differences were significant. The medium accpetance group had the highest percentage in this category which indicated ease of concentrating on course work; the low acceptance group had the lowest percentage in this category. Scores of between four and seven were obtained by 78.1, 62.5 and 54.9 percent of the respective groups. High scores indicating difficulty in concentrating on course work were obtained by 4.4, nil and 25.5 percent of the high, medium and low parental acceptance groups respectively. The differences are statistically significant, and the meaning obvious - groups that are categorised by a low degree of parental acceptance find more difficulty in concentrating on course work, than groups in the high and medium levels of accpetance; the high acceptance group however did have 4.4 percent of the number in the difficulty of concentrating category. This last statement supports the work of Maslow whose hierarchy of needs theory, outlined in the Review of Literature, was interpreted as stating that unless low level needs are satisfied, and love was a low level need, high level needs, of which one was the need for learning, would not be likely to appear. The assumption behind the statement is that difficulty in concentrating is an indication of the low motivation of the need to learn.

One can summarise the preceeding chapter by stating that it began with the assumption that the family was a possible cause of psychological conflict and that the data show that for some members of the sample there is evidence of psychological conflict as defined by the terms of this thesis. A high degree of neurosis was more typical of the low work groups than of the high and medium ones, and less of the low work groups were in the category classified by a low degree (ease of) Of concentrating on course work.

12. The reference groups named by the sample population

One of the main questions raised in this paper was, "Who matters to a student population?" Questionnaire M.11 asked, "Who or what influences you in terms of your opinions, attitudes, behaviour, etc.?" The question was an open ended one, and was submitted to all groups except those categorised by low level of work. For the low work groups it was assumed that the lower level of ability as compared with the other groups would place a limitation on the influences given as sources of behaviour. Another questionnaire, Questionnaire M.I, was drawn up for the low level groups. It contained the following statement:

> "The following are possible sources of attitudes as far as you are concerned. Would you place a tick against the four most important sources which you think influence you in your attitudes, behaviour, etc. If you think that another source should have been included in this list write it in the blank space provided. If, for example, you think you are mainly influenced by parents, actors, students and the press, then place a tick after those words."

The following list was given:

parent	girl friend	book heroes e.g. James Bond
pop stars	friends	students
sports stars	television	work staff
actors	the press	cinema heroes
magazines	teachers	bosses
relatives	male friend	
T.V. heroes	radio	

The approach of using two questionnaires was held to be justified, not only because the low level work groups would have found the open ended question difficult to answer, but also because the responses to the two questionnaires could be compared. Questionnaire M.I asked for four responses on the assumption that the low level work group members would be unlikely to state more

than four.

The responses to the questionnaires are given in Table LXII; they have been placed into various headings. No statistical analysis was made on the responses because of the difficulty of comparing categories not included in all groups. For example 'brother' was given as a source of behaviour by six members of the medium level group but no other, and this factor would have to be classed as statistically significant; also the category might have been the only one mentioned by some of the group members, while for others it was one of perhaps six. It was not possible to assess the degree of influence of a source, merely how many times such a source was mentioned.

TABLE LXXII

The stated sources of opinions, attitudes, and behaviour of the three work groups.

Stated source - each figure represents the number of times that the category was mentioned.

	Level of Work			
	High	Medium	Low	Total
Parents	23	55	38	116
Brother	0	6	0	6
Sister	3	5	0	8
Neighbours	0	5	0	5
Friends	21	19	18	58
"Other People"	0	10	0	10
Students	0	7	3	10
Teachers/Lecturers	6	9	5	20
Girl Friend Male/Boy Friend	6) 3)9	13) 16)29	35	73
Friends of family	3	0	0	3
'Mass Media'	0	3	3	6

	Level of Work			
Television	High	Medium	Low	Total
Television	2	3	16	21
Magazines	6	3	5	14
Actors	0	3	2	5
Sports Stars	0	0	21	21
Pop Stars	0	0	9	9
Book Heroes	0	0	5	5
Politicians	2	0	0	2
Work Staff	0	0	13	13
Unclassifiable	4	0	10	14
Total	79	157	183	419
Grand Total	420			

The terminology given in the responses was also used in the table. The unclassifiable category contained such responses as "Porsche" "life" and "Buddhist monks."

A further analysis of the responses provides data for some conclusions.

Rating of Influence	Category	Number of times mentioned by Work Group			
		High	Medium	Low	Total
First	Parents	24	55	38	117
Second	Boy/Girl Friend	9	29	35	73
Third	Friends	21	19	18	58
Fourthe	Television/	2	3	16	21
	Sports Stars	0	0	21	21

Parents were given as the major source of influence for behaviour,

and this source was followed by either boy or girl friend. The latter category was not investigated as a reference group in this paper.

Some categories of response were mentioned only by one work group. A list of such categories and the group which gave them is stated below:

Category	Number of times mentioned	Course Work Group
Friends of family	3	High
Sports stars	21	Low
Pop stars	9	Low
Book heroes	5	Low
Politicians	2	High
Work,staff	13	Low

The sources given by the low work course groups were quite different in some cases from the other groups; especially significant perhaps is the selection of work staff as a source, for these courses spend only one day at the college and it would appear that the mentioned source was a reference group for these groups.

The college received thirty mentions, divided between ten mentions of students and twenty mentions of teacher or lecturer. It is possible however that the teacher category may refer to teachers that students have met in previous schools.

Siblings are mentioned fourteen times; three times by the high and eleven times by the medium work groups, but not at all by the low level work groups.

Perhaps the most significant findings from the table data are that:

1) boy or girl friends are a major reference group.

2) the low level groups are more influenced by the media and glamour figures.

3) the college students and teachers are stated relatively frequently as sources of behaviour.

Two hypotheses can be drawn from the data which concern reference group identification.

Hypothesis one: The parents and girl/boy friends hold similar views

Hypothesis two: Parents hold one set of values and the girl/boy friend holds another.

Hypothesis one, is supported by evidence in this research of the general approval of parents by the student sample. Hypothesis two is supported by evidence in this research of the high and medium degree of role conflict, typical of members of the sample population, and the fact that they express approval towards members of their own age group. This data evidence is admittedly tentative.

The table gave data which shows that parents, boy/girl friend and friends were important sources, and reference groups for the behaviour of the student sample. Sports stars and television were stated as sources of behaviour by members of the low level work groups. Such groups are day release groups, but it is unlikely that their choices of sources of behaviour differ from those of the other groups simply because of this fact. What is more probable is that students who spend more time at work than at college are more likely to give glamour models as sources of behaviour - perhaps they represent the desire to 'escape' from the work situation. Lecturers/Teachers are relatively influential reference groups, on the basis of the number of times the category is mentioned,

for

for members of the high and medium level work groups. The work staff of the low level work groups were influential for them. (The category 'bosses' which was given on the questionnaire for these groups did not receive any mention.)

Chapter 6

Summary and Conclusions of Findings

The design of the research experiment was to find out which individuals mattered for a student population and to find out if reference groups and reference group experiences differed between groups within the student sample.

Three main hypotheses were postulated in this thesis, namely :

a) that an individual's reactions with his parents will influence his attitudes in the learning situation. One main experience, that of the degree of acceptance by parents, is investigated in this paper and attitudes within the high, medium and low parental acceptance classification are compared.

b) that if college groups are categorised as high, medium and low by level of work, the different course level of work groups will express different attitudes to the learning situation and will have different reference groups.

c) that when college groups are categorised by the type of attendance at the college, the different college attendance groups of full time, block release, and day release will express attitudes to the learning situation, and will have different reference groups.

There were 65 tables in this research which were subjected to the chi square significance test. The chi square test was applied to :

group categories of course level work.

group categories of type of college attendance.

group categories of the degree of parental acceptance.

There were four possible results of the chi square test for each group, which were that the null hypothesis :

a) could have been accepted in all cases,

b) rejected in one case,

c) rejected in two cases, or

d) rejected in all cases.

In the case of table XXll there were two sections to which the chi square test was applied, and in the case of tables XLll and XLlll there were three sections in each.

In the case of groups classified by course level of work, type of college attendance and degree of acceptance by parents, the number of times each possible chi square result occurred is given in the following analysis.

Level of work groups

	Number of instances
All three groups accepted the null hypothesis of no difference between the responses of the groups	6
the null hypothesis was rejected for one pair of groups	3
the null hypothesis was rejected for two pairs of groups	16
the null hypothesis was rejected for all three groups	16
total	41

The tables which were classified into course level of work are as follows :

I, II, III, IV, V, VI, IX, X, XI,

XIV, XV, XVI, XVII, XVIII, XIX,

XXII, (a and b), XXIII, XXIV, XXV,

XXVI, XXVII, XXVIII, XXXI,

XXXIV, XXXV, XXXVI, XXIX,

XLII(a), XLII(b), XLIV, XLVII,

XLIX, LIII, LIX, LXI, LXIII, LXV.

It can be concluded from these results that in the majority of cases (35 out of 41) at least one pair of groups was rejected in terms of the null hypothesis of no difference between the responses of the groups.

It can be concluded that the level of course work was, for the most part, a factor in attitudes to objects.

Type of college attendance	Number of instances
All three groups accepted the null hypothesis of no difference between responses of the groups.	1
The null hypothesis was rejected for one pair of groups.	0
The null hypothesis was rejected for two pairs of groups.	4
The null hypothesis was rejected for all three groups.	5
total	10

The tables which were classified into type of attendance groups were as follows :

XX, XXIX, XXX, XXXII, XXXVIII, XL, XLII(b)

XLIII(b) XLV, LXX.

The results of the analysis show that the null hypothesis of no difference between the responses of the groups occurred once. The null hypothesis was rejected for at least one group on seven occasions.

It can be concluded that the type of college attendance was a factor which, for the most part, influenced attitudes to objects.

Degree of acceptance by parents	Number of instances
All three groups accepted the null hypothesis of No difference between responses of the groups.	4
The null hypothesis was rejected for one pair of groups.	2
The null hypothesis was rejected for two pairs of groups.	8
The null hypothesis was rejected for all three groups.	6
total	20

The tables which were classified into the degree of parental acceptance were as follows :

X111, XX1, XXX111, XL1, XL11(c), XL111(c), XLV1, XLV111, L1, L11, L1V, LV, LV1, LX11, LX1V, LXV1, LXV111, LX1X, LXX1.

The results of the analysis show that the null hypothesis of no difference between the responses of the groups occurred four times. The null hypothesis was rejected for at least one group on six occasions.

It can be concluded that the degree of parental acceptance was a factor which, for the most part, influenced attitudes to objects. It can be concluded that from the results that :

The course level of work is a factor which influences attitudes to the learning situation.

The type of college attendance is a factor which influences attitudes to the learning situation.

The degree of parental acceptance is a factor which influences attitudes to the learning situation.

The main findings of each section of the work are now stated. These findings are numbered according to the relevant table numbers, e.g., the statement 1 is based on the data of Table 1, and which were also presented in the form of a question in section (a) of chapter 4 again being given the same roman numeral..

Section 1 The Family as reference group

1. The reported attitude of the father to his work was different for each course level group. The low work groups contained the lowest percentage stating that the father liked his work, and the highest percentage stating that he did not.

11. The medium level work groups had the highest percentage stating that the father talked about his work, and the low level work groups had the lowest.

111. High social class was related to a favourable reported work attitude of the father. This conclusion is in keeping with that of the McKinley (1964) research.

1V. The reportedfrequency of punishment was different for members of the work groups. The high level work groups had the highest percentage in the punished "very often" category; this group had the highest of its number in the punished "rarely" and "never" categories. The low work course groups

had the highest percentage in the punished rarely category.

V. The medium level work groups' members had the highest percentage in the "mild" category of punishment; the low level work groups had the lowest percentage in this category, and the highest percentage in the "severe" category.

Vl. There was no difference between the reported degree of punishment of the work groups. A small percentage of the medium level work groups felt they were severely punished.

Vll. Severity of punishment was reported to be more "moderate" than "mild" in cases where the attitude of work of the father was reported to be unfavourable. The attitude of the father to his work classified as "indifferent" contained a higher percentage experiencing "severe" compared with "mild" categories of punishment. This finding is in keeping with that of McKinley (1964).

Vlll. There was no consistent pattern of responses which related the nature of parental identification with the reported attitude of the father to his work. This finding is not in keeping with the McKinley (1964).

lX. The degree of acceptance by parents was different for members of the medium and low level work groups. The latter groups had a lower percentage in the medium and high category of acceptance, and a higher one in the low acceptance category compared with the former groups. The high and low level work groups had 30 . 2 and 33 .3 per cent of their number respectively in the low parental acceptance category.

X. Attitudes towards parents were different for high level work groups who had less of their number in the favourable category of attitude towards parents. No student was classified as having a low acceptance of his parents.

This finding, that numbers of the student sample approved of their parents, is in keeping with that of Venables (1957) who found that first year students at a technical college expressed favourable attitudes towards their parents.

The general conclusions drawn from the data of this section of the work are that low level work groups are likely to contain members who will report an unfavourable attitude of the father to his work, but they will typically report that they feel that they do not experience either a frequent or severe degree of punishment. However the research analysis of the punishment received by members of these groups shows more members in a severe category of punishment as compared with members of the other work groups. Unfavourable reported work attitudes of the father were associated with severe patterns of punishment. Fathers in high social class groups will tend not to punish their children severely.

It can be stated that experiences in the parent reference group were more unfavourable for members of the low level work groups, one third of their number felt that they were not accepted by their parents.

Section 2 Social class as a reference group

The general picture emerged from the responses to questionnaire B, showed that the sample of this research did not think of themselves as working class, and who did not wish to be working class.

X1. The social class composition of the course level groups was not the same for each work group. The low work groups contained more working class students (based on fathers occupation) than did members of the other groups whose numbers

contained more members classified as belonging to social class grades one and two than did the low work groups.

XII. The low level work groups had more of their number stating working class values than did members of the other two groups.

XIII. High social class of parents was characterised by high acceptance of students, and low social class by low acceptance of the sample members.

The general conclusion of this section of the work was that the level of work was broadly related to social class, e.g., high level of work groups contained students in high social class groups. Social class values were held by the social class groups. As a reference group social class group would appear to be an influential one.

Section 3 The reference groups of adults, coevals and parents

XIV. The low level work groups had a lesser degree of hostility to others in general compared with the other groups. The high work group members had a high degree of hostility to others compared with the low level groups.

XV. Attitudes towards coevals were less favourable for the medium work group members than the other groups.

XVI. Unfavourable attitudes to adults were highest by percentage for members of the high level work groups.

XVII. There was no difference between the "social distance" scores of the work groups. The majority stated that they would like to spend most of their time with peers.

XVIII. The "ideal" age stated by members of the work groups were different. The majority of the low level work group's

members stated "own age", the high course group's members stated "over 21", and the medium level work group's members stated "under own age".

XIX. With the exception of the low level work members over one half of each group stated that they mixed with students after college hours.

XX. Groups classified by the type of college attendance gave different responses to the question as to whether they met students after college hours. Block release course members met fellow students the most, day release students the least after college hours.

XXI. The high parental acceptance group had fewer of their number stating that they met fellow students after college hours than did the medium and low acceptance groups.

XXII. The high level work groups had the highest percentage of the work groups stating that their parents and friends agreed with them on most matters. The percentage in this category of response was lowest in the low level work groups. A large percentage of each group stated that "My parents do not agree with me on most matters and neither do my friends."

The value placed on the opinion of friends and parents was different for the work groups. The largest percentage of the high level group's members responses showed that they valued the opinions of parents more than friends, and the same was true for the medium course group's members. A large percentage of the low level work group members stated that they were indifferent to the opinions of either parents or friends.

General conclusions on the data of section 3 are that members of the sample population wished to spend their leisure

time with peers; over one half of the high and medium course group's members did in fact mix with fellow students after college hours. Members of the low work (day release) groups did not mix with fellow students after college hours and it can be hypothesised that the shorter period of student contact, does not lead to mixing with fellow students after college hours.

Section 4 The student role, and course group as reference group

XXlll. Feelings about attending the college were different for the work groups. The low work group had the highest percentage stating that they were indifferent to college attendance. The other groups approved or strongly approved of attendance at the college.

XXlV. The reported attitudes of parents to college attendance was similar for the work groups. Approximately one half of each group stated their parents approved of college attendance.

XXV. The reported attitude of friends to the student sample attending the college was different for the low level work groups members, who had a high percentage stating that their friends would be either indifferent, or disapprove of the groups.

XXVl. The reported attitude of employers to college attendance was different for the high compared with the other work groups in that for the former the reported attitude of "strongly approve" contained few responses.

XXVll. There was no difference between the attitude of members of the work groups towards being a student. The majority of the sample were either fairly proud, or pleased to be students.

XXVlll. The "model student" score was similar for the work groups. Over one half of each group obtained high scores on this scale

which measured attitudes to model or desirable student behaviour from the point of view of the college.

XXIX. Members of full time courses had the highest percentage of their number, in the high model student score category. This percentage was the highest of all the groups in this category.

XXX. The high and low parental acceptance groups differed in their model student scores; the former had a higher percentage in the low model student score category.

XXXI. Attitudes to members of the course group by course group members were different for each work group. Students in the medium work groups were more impressed with their peers than were members of the low level groups; the high level work groups had the highest percentage expressing an unfavourable attitude to their peers.

XXXII. Full time students expressed the least favourable attitudes to their course group members, block release students the most favourable.

XXXIII. The high parental acceptance groups members had the most favourable attitude towards their course group members.

XXXIV. The response to the question "How does the opinion of the members of this group concerning you, affect you?" was different for each work level group. The high level groups had the highest percentage of all groups stating that they valued the group's opinion, the low level work members were the least impressed with the group's opinion.

XXXV. The degree of agreement between the students values and those values he attributed to his group were different for each work group. Low agreement scores were largest by percentage in the medium level course work groups. The degree of agreement generally speaking dropped as the course level of

work dropped.

General conclusions on this section of the work, are of a student population who were fairly pleased to be students and who feel that their parents and employers, but not friends, approve of their attending the college. They accept the concept of desirable student behaviour in the way one would expect the college to define such behaviour.

The agreement between an individual's values, and the values he attributes to his group was considered to be a measure of reference group identification, in which case the high level work groups regard their group as a reference group, but the low level course groups do not.

5. The college lecturers as reference group

XXXVI. Those of the student sample who felt that the opinions of their parents were important to them, also stated that they felt that the opinions of college lecturers were important to them.

XXXVII. The low level work group members placed the least value on the opinion of college lecturers than did members of the other groups.

XXXVIII. The day release courses placed the least value on the opinion of college lecturers, the full time courses placed the most value.

XXXIX. Attitudes to college lecturers were different for the work groups. Low level of influence and identification with the college lecturer was associated with high course level of work and vice versa.

XXXX. Attitudes to college lecturers were different for groups classified by the type of college attendance. Full time

courses were those which expressed the least degree of influence and identification; block release courses were influenced most by the college lecturer.

XXXXl. Attitudes to college lecturers were different for groups classified by the degree of parental acceptance. A high degree of parental acceptance was associated with a high degree of lecturer influence, and a low degree of parental acceptance with a low degree of lecturer influence.

XXXXll. Responses to the statement "Most students admire most of the college staff." had a higher percentage agreeing with it, in the high and low work groups, full time and day release groups, and the group classified by a high degree of parental acceptance.

XXXXlll. Responses to the statement "College lecturers provide good models of behaviour", were considered as false rather than true by members of all group classifications with the exception of the low level parental acceptance group.

General conclusions on this section of the work are that the sample population identified with the college lecturer to an average degree as defined by the terms of this paper. The opinion of the college lecturer was valued. It was stated that the sample members on the whole thought that most students did admire most of the college staff, but did not consider them as providing good models of behaviour. As reference group it can be tentatively suggested that on the bases of evidence, which in some instances was contradictory, the college lecturer was a likely reference group for a student population, and the identification with him tended to be of a medium rather than a high or low degree.

6. The college as a reference group.

XXXIV. The medium level work group members had the lowest percentage in the low category of scores which indicated that the college was not seen as a community.

XXXXV. Attitudes to the college as a community were different for groups classified by the type of attendance. High scores indicating that the college was seen as a community were more typical of block and day release group rather than full time ones. The block release groups more than any other attendance groups saw the college as a community.

XXXXVI. The medium parental acceptance group classification of students had the highest percentage obtaining high scores, the high acceptance groups the lowest, on the scale which measured attitudes to the college as a community.

The general conclusions on this section of the work are that on a constructed scale which measured attitudes to the college as a reference group and community all the group categories had over one half in the average attendance of college as community category. Where low scores, which indicated that the college was not seen as a reference group or community, were obtained they were more typical of high course level groups, full time groups and low parental acceptance groups. The theory that the college would be seen as reference group and community by those who spent more time at the college, compared with those who spent little time there (full time compared with block release) was not supported by evidence.

7. The cinema and television as reference group.

XXXXVII. The medium level work group members attended the cinema less during a two week period than did members of the

other course groups.

XXXXVlll. When cinema attendances during a two week period were compared between groups classified by the degree of parental acceptance it was found that the medium acceptance by parents group attended the cinema least, but that 6.3 per cent of their number had attended three times.

XXXXvlX. The low work group's members watched a larger number of films on television during an "average" week compared with the other course level groups.

L. The correlation between the number of films watched by students and the number they report their parents watch was low (r = .192).

Ll. There was no difference between the responses to the question "Do you have a favourite film star?" of the work groups, over one half of each group stated that they did not have a favourite star.

Lll. The responses to the question "Have you ever tried to "identify" with a film star?" were similar for the course level groups, over three-quarters of each group stated that they did not.

Llll. Responses to a questionnaire which measured involvement with films were different for each work group. The low work group's members had the largest percentage in the high involvement category, the high work groups had the lowest percentage in this category, the medium level work groups had the largest percentage in the low involvement category.

LlV. The groups classified as having a medium degree of parental acceptance had the largest percentage in the high film involvement category, as well as the largest percentage in the low involvement category; this latter category contained

over one half of the number.

LV. Responses to a questionnaire which measured the degree of involvement with television were different for all groups. The members of low level course groups were involved least (by percentage), the medium level course group's members had the highest percentage in the high involvement categories.

LVI. When groups were classified according to the degree of parental acceptance their responses to the questionnaire which measured involvement with television were different for all groups. High television involvement was associated more with high parental acceptance than the other categories; low involvement scores were largest for the medium acceptance group.

General conclusions on this section of the work are that for the most part the sample members were not cinema goers. The low level work groups watched more films on television than did members of the other course groups. There was little support for the hypothesis that a student's viewing habits were the same as his parents as measured by the number of films watched on television. For some individuals in the sample there was a high degree of involvement with both media, and it would appear that for these individuals, on the assumption behind the questionnaire construction that knowledge meant involvement, these media were reference groups.

8. <u>The ideal self as reference group.</u>

LVII. This table contained data of the responses to the question "Who would you like to be like?". No statistical test was applied to the data. The general conclusions were that the number of students who chose their parents was relatively small. The low work group members had a higher percentage compared with the other course groups, who gave "glamour"

figures as ideal models. The most frequently chosen category of model was the self. The study by Eppel and Eppel (1966) suggested that this choice was a typical one for individuals in a happy home environment. The low work groups had the lowest percentage in this classification. These groups did not give coevals as models. An overall picture emerged of a sample population who gave as ideal models individuals who represented qualities which are generally considered to be commendable.

9. Self-esteem.

Table LVlll gave data on which conclusions on the relationship between self-esteem and social class could be based. The self esteem scores of each of seven social class groups were different, and it was concluded that social class was related to self-esteem, but the relationship was not a clear one in that high self-esteem was just as likely to be related to low, as opposed to high, social class membership the conclusion of Rosenberg (1965) that high self-esteem was related to high social class was not supported by the data of this table.

LlX. There was no difference between the self-esteem scores of the work level groups; the majority of the student sample were in the four to seven range on a one to ten scale. A higher percentage were in the low self-esteem category compared with the high self-esteem one.

LX. Group classified by the degree of parental acceptance did not have different self-esteem scores, and conclusions on this table are the same as stated for table LlX.

The conlcusions of this section of the work are that self-esteem is not related to social class, course level of work, or degree of parental acceptance as far as the sample population is concerned.

10. Role conflict.

Table LXl. High role conflict was more typical of low level course groups than any other. Low role conflict was established for one quarter of the high and medium groups, and none of the low work groups. The relatively high degree of role conflict of the sample members is in keeping with the conclusions of Musgrove (1968 1964) who reported a high degree of role conflict for pupils in schools above the secondary modern level, and students at a technical college.

Table LXll. High role conflict was associated with a low degree of parental acceptance. Low role conflict was associated with a medium degree of parental acceptance.

Conclusions on this section of the work are contained in the two tables. It can be tentatively suggested that high role conflict is associated with low level of course work, because such groups are day release groups and as such they would have little time to assimilate the role.

11. Personality conflict.

LXlll. The degree of subjective popularity was different for all work groups. The high level course groups had the largest percentage in the high popularity category, and the medium level groups had the largest percentage in the low popularity category.

LXlV. The medium level of parental acceptance group did not have any of their number in the high subjective popularity category; the low acceptance group had the highest percentage in this category.

Table LXVl. The neuroticism scores of the groups classified by the degree of parental acceptance were different for each

group. The low acceptance group had the largest percentage in the high score category, the medium acceptance group had the lowest.

LXVll. The introversion-extroversion scores were different for the work groups. High extroversion scores were highest by percentage for the low work groups and lowest for the medium work groups. No member of the high work groups obtained a low introversion score. The high (extroversion) scores contained a larger percentage in this category than did the low (introversion) category.

LXVlll. There was no difference in the scores on the introversion-extroversion scale of groups classified by the degree of parental acceptance. Again there was a larger percentage in the high (extroversion) category than the low (introversion) one.

LXlX. A scale which was used to measure the degree of difficulty in concentrating on course work showed that scores were different for the work groups. Low (ease of concentrating) scores were highest by percentage in the high work groups and lowest in the medium level work groups.

LXX. The difficulty of concentrating on course work scores were different for groups categorised by the type of college attendance. The day release courses had the fewest number in the low case of concentration category and the full time courses had the largest number; the same was true for the high difficulty of cencentration category.

LXXl. The difficulty of concentrating on course work scores were different for the groups classified by the degree of parental acceptance. The medium category of parental acceptance had the largest percentage in the low case of concentration division, and the high acceptance groups had the lowest. In the high score category which indicated difficulty in

concentrating on course work, the medium acceptance groups had none of their members in the category, and the low acceptance group had the highest percentage in it.

From the table data of this section of the work the following statements can be made. The low subjective popularity scores contained more of each work group than any other popularity category. High neurosis scores which are considered as indicative of a high degree of neurosis were obtained by 12 . 7, 11 . 2 and 36 . 2 per cent of the high, medium and low work groups and these numbers can be considered as evidence of psychological conflict in the sample population. High neurosis scores were more typical in the low level parental acceptance group than any other, and it can be tentatively suggested that there is a relationship between the two, but that the relationship requires more investigation. The same category of parental acceptance also contained the highest percentage of the parental acceptance groups who found it difficult to concentrate on course work. This suggested that the degree of parental acceptance category classified as low was a factor in what in this thesis has been called "psychological conflict".

12. The reference group named by the student sample.

LXXll. Data from the table which gave the responses to questions on the cources of behaviour were not analysed statistically because many categories were stated by only a few respondents who belonged in some cases to one work group which made statistical considerations unnecessary. It was found that the four major sources of influence were stated as parents, boy or girl friends, friends and television/ sports stars shared fourth place. The low level course group

members were more influenced by glamour figures than were members of other groups.

Summary of Research Paper

General conclusions from data.

The nine basic reference groups studied in this thesis namely parents, social class, adults,, peers, the college, college lecturers, college course group, the medium of the cinema and television, and the ideal self were not equally important to the sample members. ONLY four are of significance for students of all work groups namely parents, social class, the college and peer group. Two others were significant for pairs of groups namely the student course group,for the high and medium groups, and the college lecturers for the medium and low work groups. OF the remaining reference groups adults, and the television were significant ones for the medium level work groups. The ideal self as a reference group tended to be the self for the high and medium work groups, and glamour figures for the low work groups.

The main reference groups given by the sample population as the source of the values, attitudes and behaviour for themselves were parents, boy or girl friends, friends and "television" or sports stars. The category "television" and sports stars was significantly the choice of the low level work groups.

The boy or girl friend was not investigated specifically in this paper, but during the research it became clear that it was highly significant.

The parent reference group was a major one for the student sample, and experiences within it determined attitudes to the

learning situation. The degree of acceptance by parents was classified as high, medium and low, and the distinction proved to be an important consideration for the understanding of student attitudes.

The classification of groups into categories determined by the type of college attendance, and the course level of work also proved to be an important factor in understanding student attitudes in the learning situation. The low level work groups and day release group differed in many of the attitudes studied compared with the high and medium course groups.

The college proved to be a reference group for all work groups. It was considered to be a community by its student members, although the low level course group's members were not so pleased to be students as were members of the other groups.

Reference groups proved to have a bearing on such factors as role conflict and psychological conflict and to some extent could be used to predict which group of students would be likely to exhibit such psychological traits. High role conflict was associated with low level of work and a high degree of acceptance by parents. Low role conflict was associated with a medium degree of acceptance by parents. A high degree of neurosis was associated with low level of course work and a low degree of acceptance by parents. A low degree of neuroticism was associated with high and medium course levels of work and high and medium degrees of acceptance by parents.

A model was constructed in chapter 3 to show how the behaviour of the individual in the learning situation was

influenced by his reference group experiences. The first stage of the model suggested that the individual would be influenced in his attitudes by the degree of acceptance by his parents. The data of the research show that this was indeed the case. A high degree of acceptance by parents was associated with a high level of acceptance of course group members (although they did not mix with them after college hours), and a high degree of acceptance of such institutional figures as the college lecturers. The high parental acceptance group had few of their number finding it difficult to concentrate on course work. In contrast the group classified as receiving low acceptance by parents, did mix with students after college hours and were not involved with the college, neither did they particularly accept the college lecturer as a figure to identify with, and they did find concentrating on course work difficult.

Involvement with the television medium was highest for the medium level of acceptance by parent groups, although these did not identify with glamour figures.

The model with some limitations, notably that escapism through the media and self-esteem was not related with experiences in the parent reference group was seen to be a model that did work.

The debate on the relative influence of parents and peers on the adolescent is not really solved in this paper. It would seem however, that the two groups are the influential ones.

Glamour models as reference groups were typical for those students who attended the college on a day release bases; these groups were also the low level of work course

groups. This fact is a consideration to be used in attempting to understand the attitude of these groups.

The question posed as an integral part of this paper namely, "Who are the people who matter to a student population?" can be answered briefly as parents, boy or girl friends, peers and in some cases glamour figures.

The implications of this research for the college of further education.

The data of this thesis gave a great deal of information about a student sample, and the question is raised, "What practical application have the research conclusions for the practising lecturer?"

It is accepted that the reader may interpret sections of the thesis for his own effectiveness. The following statements are considered to be helpful information for those engaged in teaching.

An unfavourable degree of acceptance of a student by his parents is likely to result in that student having attitudes which are poor motivators in the learning situation. Behaviour in the classroom which might be classified under such descriptions as lazy or aggresive can in fact be the result of a feeling of rejection by parents. Members of craft courses more than any other experience this feeling of rejection.

Students hold the same social class attitudes as their parents. The craft courses usually consist of students from working class homes, but other groups contain members from all the social class groups, which means that attitudes to learning will vary between members of these latter groups.

Craft course groups unlike other course groups are likely to be characterised by members who are indifferent to attending the college, indifferent to the attitudes of the group's members, and who do not think that other members of their group have similar attitudes to their own. Their model, or ideal person, is

likely to be a "glamour" figure, and they are more likely to escape into the world of fantasy, such as that offered by television, than members of other groups.

Above all else the craft course members, have on the evidence of this research, some one third of their members experiencing a high degree of neurosis. A high degree of student role conflict is typical of such groups. Such information should be considered when such groups are taught. The craft groups more than any other group, are ill at ease in the student role, and are to some extent psychologically maladjusted to their life situation. Perhaps criticism should be avoided in such groups.

Some five per cent of all groups contain members who have low self-esteem. Although it is not possible to state that low self-esteem is definitely a poor motivator in the learning situation it is likely to be so. Some attempt should be made to bolster the ego of students with low self-esteem.

The lecturer may wonder if the lecturer role is one which impresses his student groups. Groups classified by a high level of course work are the least impressed with the college lecturer. Full time course groups more than any other attendance group are relatively unimpressed with the college lecturer. When teaching groups other than the two specified it can be assumed that the lecturer is regarded in a favourable light, but he should remember that full time, and high level course work groups are not likely to have the same attitude, and for these groups perhaps more attention should be paid to the adult role, rather than to the role of lecturer, as such groups are those who approve of adults.

On a more positive side it can be assumed that the college is seen as a community for the majority of its student members. Participation in college activities should not be difficult for such a population. The student can and should be treated as one whose values are similar to those of the college institution. He lives in a world of reality as far as his models for behaviour are concerned, and only a small number find difficulty in concentrating on course work. These findings suggest that the student has a balanced and realistic approach to his role and should be treated as such.

To sum up is to state that the student society is one which accepts the college, and whose members are on the whole proud to be students, but some consideration should be given to those students whose environment produces in them traits and attitudes which make adjustment to the learning situation difficult.

Appendix 1

The Questionnaire

The following questionnaires are intended to examine various aspects of student life.

It is anticipated that such information will give a deeper understanding of student behaviour.

All information will be treated as confidential.

General Instructions.

Instructions are given on most of the questionnaires which state how answers should be recorded. If boxes follow statements, please place a tick in the box which best represents your attitude to the statement. If numbers follow statements place a circle around the numbers which best represents your agreementwith the statement. In Yes/No type answers delete as necessary.

Thank you for your co-operation

Number.....

Nationality.....

Age.....

Sex.....

Course.....

General Studies Department

SOCIOLOGICAL SURVEYS

Q.A.

1. Why do you come to college?

2. How do you feel about coming to college?

- strongly approve ☐
- approve ☐
- indifferent ☐
- disapprove ☐
- strongly disapprove ☐

3. What do your parents think about your attending this college?

- strongly approve ☐
- approve ☐
- indifferent ☐
- disapprove ☐
- strongly disapprove ☐

4. What do your friends think about your attending this college?

- strongly approve ☐
- approve ☐
- indifferent ☐
- indifferent
- disapprove ☐
- strongly disapprove ☐

5. What do your employers think (if not employed then what do you consider your future employers will think) of your attending this college?

- strongly approve ☐
- approve ☐
- indifferent ☐
- disapprove ☐
- strongly disapprove ☐

6. How do you feel about being a student?

- fairly proud ☐
- pleased ☐
- indifferent ☐
- disapprove ☐
- strongly disapprove ☐

7. How does the opinion of members of staff of you, and your work affect you?

- matters a great deal to me ☐
- matters to me ☐
- is fairly important to me ☐
- is unimportant to me ☐
- I am quite indifferent ☐

8. How does the opinion of the members of this group concerning you, affect you?

- matters a great deal to me ☐
- matters to me ☐
- is fairly important to me ☐
- is unimportant to me ☐
- I am quite indifferent ☐

Q.B.

The following questions deal with your attitudes and opinions of your parents, and their attitudes and opinions, as you see them, of you.

If you have no objection to answering these questions, then please tick off the appropriate answer. If your father is not alive, please place an X in this box ☐. If your mother is not alive, please place an X in this box ☐. Woul you then answer the questions which follow as best you can from memory. If you are over 21 it is likely that you have changed your views etc., to your parents. Would you therefore, answer in terms of when you were about 13 years of age.

1. Does the opinion that your parents have of you, matter to you?

- matters a great deal to me ☐
- is important to me ☐
- is fairly important to me ☐
- is not something I bother about ☐
- is quite unimportant to me ☐

2. Does your father like his work?

- yes ☐
- indifferent ☐
- no ☐
- don't know ☐

3. Does your father talk about his work?

- yes ☐
- sometimes ☐
- no ☐

4. Which parent from the point of view of personality, do you think you most resemble?

- mother ☐
- father ☐
- neither really ☐

5. Place in the box the word, or words, you would use to describe your parents' attitude towards you.

☐

6. Which of the following statements best describes the behaviour of your father and mother towards you?

	father	mother
is very warm and affectionate to me	1	1
is warm and affectionate to me	2	2
think a great deal of me (proud of)	3	3
accepts me as an equal	4	4
does not seem to like me very much	5	5
is critical of me	6	6
is very critical of me	7	7
dislikes me	8	8
rejects me	9	9
hates me	10	10

7. How often are you "punished" by your parents?

very often

often

not very often

rarely

never

8. How are you punished by your parents?

	father	mother
reasoned with	1	1
act as though you had hurt them	2	2
told that somehow you had disappointed them	3	3
criticised (you are no good)	4	4
told that you will be disliked	5	5
punished by depriving you of something e.g. not letting you go out	6	6
suggest that if you do not alter your ways you will be deprived of something in the future e.g. this is your last chance	7	7
lose temper	8	8
... (not heard)	9	9

9. How do you feel you are punished?

mildly	☐
moderately	☐
severely	☐

10. Which of the following statements best describes your attitude to your parents

I am very warm and loving towards my father	1
I am very warm and loving towards my mother	1
I am warm and loving towards my father	2
I am warm and loving towards my mother	2
I think a great deal of my father	3
I think a great deal of my mother	3
I treat my father as an equal	4
I treat my mother as an equal	4
I do not like my father very much	5
I do not like my mother very much	5
I am critical of my father	6
I am critical of my mother	6
I am very critical of my father	7
I am very critical of my mother	7
I dislike my father	8
I dislike my mother	8
I reject my father	9
I reject my mother	9
I hate my father	10
I hate my mother	10

Q.C. I

Place a tick under the column heading which best represents your view on the follow
statements.

	Strongly Agree	Agree	Neutral	Disagree
I often put on an act to impress people	☐	☐	☐	☐
I find it easy to concentrate on work	☐	☐	☐	☐
I feel uneasy in groups whose members might laugh at, or criticise me	☐	☐	☐	☐
I am rarely depressed	☐	☐	☐	☐
I have a clear picture of what I am really like	☐	☐	☐	☐
I am anxious about being liked	☐	☐	☐	☐
The television and cinema bore me	☐	☐	☐	☐
I usually feel isolated from society	☐	☐	☐	☐
I model myself, very often, on people who have proved their popularity e.g. pop stars	☐	☐	☐	☐
My father is proud of me	☐	☐	☐	☐
I have a variety of leisure activities	☐	☐	☐	☐
I often escape in daydreams	☐	☐	☐	☐
I can express myself quite easily	☐	☐	☐	☐
I have leadership ability	☐	☐	☐	☐
I have talent (or intelligence or skill)	☐	☐	☐	☐
I have the ability to make a good impression	☐	☐	☐	☐
I have the ability to work hard and to make an effort	☐	☐	☐	☐
I have self confidence	☐	☐	☐	☐
I have good social poise	☐	☐	☐	☐
I feel at ease with different people	☐	☐	☐	☐
I have good organising ability	☐	☐	☐	☐
I am sure of myself	☐	☐	☐	☐

On the next page are some descriptions of how people think about themselves. The descriptions range from shyness to conceit. On the right of the page are the numbers I - 10, which are intended to represent a score on the descriptions in question.

Would you read the descriptions and rate yourself on the score which best describes you; you can do this by placing a circle around the number thus:

1

2

3

4

5

6

(7)

8

9

10

In this case you would think of yourself as quite confident.

I tend to be very shy..I usually pass people I know unless they speak to me first.. I get mixed up..I have to be approached by somebody and introduced..sometimes I see people I know and I go away..I think it's very easy to make a fool of yourself .. In new situations I become tense..I'm usually anxious about meeting new people..Usually I have nothing to say..most people think poorly of me..People don't seem to respect me..I am anxious to be approved of..I lack likable qualities..I do try to be popular..I can't expect others to be interested in me.. I would say I'm just below average on shyness..I'm fairly easily led..I don't have all that many likable qualities.. I can cope with a new situation and new people..I might approach people I don't know..I'm fairly confident.. People are fairly interested in me..I usually have something to say..most people seem to like me..I have a few likable qualities. I find it reasonably easy to talk to strangers..I am fairly happy..I'm not that easily led..I'm not particularly shy.. I'm at ease when I meet people..I feel comfortable in company.. I'm not afraid of making a fool of myself..I have a number of good qualities..L'm not really temperamental..I'm quite confident..Most people like me..Ifind it quite easy to make conversation..I often introduce myself to others..I have confidence. I'm not at ally shy..I have plenty of likable qualities..Most people admire me..I do all the talking..I'm popular..... People respect me..I'm not led - I lead..I'm always happy..I have something to say, and people listen..I'm very popular..I'm always liked..There's nothing wrong with me..Everybody really admires me..

In your relationships with other people:

Do you feel the need for reassurance? yes / sometimes / no

Do you feel that you are putting on a mask? yes / sometimes / no

Do you feel that most people have little time for you? yes / sometimes / no

Do you seek compliments, admiration etc? yes / sometimes / no

Do you rarely expose your real self? yes / sometimes / no

Do you find it difficult to present a consistent self picture (or image) of yourself? yes / sometimes / no

Do you feel taht most people will openly criticise or laugh at you if you give them the chance? yes / sometimes / no

Do you become fearful that somebody might find out what you are really like? yes / sometimes / no

Do you lack the confidence to say what you really think? yes / sometimes / no

Do you find constant mixing very tiring and frustrating? yes / sometimes

Q.D.I.

The following phrases are to be considered as part of a sentence or sente
Write down what you think should follow the phrases, in terms of how you
other people e.g. Other people are ..... , could be answered as.
enemies.

1. Other people are .....
2. At most parties I have attended, people there, of my own age grou
   act as if .....
3. At most parties I have attended, people there who are older (by
   ten years or more) act as if .....
4. Policemen are .....
5. Bosses are (or I expect bosses to be) .....
6. From the words given below, which best describes your attitude
   to:
   (a) your own age group? .....
   (b) most adults? .....

admiration

indifference love

toleration affection

liking boredom

uninteresting rejection

hate criticism

disapproval

Q.D.II.

1. Which statement best describes your attitude to people of your own age group (Tick)

(a) I should like to spend all my spare time with people of my own age and with no one else. ☐

(b) I should like to spend a good deal of my spare time with people of my own age, but not all of it. ☐

(c) I don't mind people of my own age being around, but don't want much to do with them. ☐

(d) I don't mind people of my own age around occasionally. ☐

(e) I like it best when people of my own age aren't around at all. ☐

2. What do you consider is the ideal age to be? .....

3. Do you generally mix with college students after college hours? .....

4. Which of the following statements best describes you in relation to your own views, and the views of some others? (Tick)

(a) My parents agree with me on most matters and so do my friends ☐

(b) My parents agree with me on most matters. I have no friends ☐

(c) My parents agree with me on most matter, but my friends do not ☐

(d) My parents do not agree with me on most matters and neither do my friends. ☐

(e) My parents do not agree with me on most matters but my friends do ☐

(f) I value the opinions of my friends more than that of my parents ☐

(g) I value the opinions of my parents more than that of my friends ☐

(h) I am indifferent to the opinions of my parents and my friends ☐

Q.E.

The person I would like to be like.

Write a very brief essay on the sort of person you would like to be like.

Please use actual names as far as you can e.g. John Wayne, my uncle George.

I would like to be like ....

Q.F.

There are... members in this course group. If each member could invite three members of the course group to a party, it would follow that your name could be on 0 to... invitations.

How many invitations do you think you would receive from members of this group to attend a party?

Q.G.I.

1. How many social class groups would you say there are in this country? .....

   Can you name them? ..... If you can please do so .....

   .....

2. Which of the class groups do you consider that you belong to? .....

3. Which of the class groups do you consider that your parents belong to?

   .....

4. Place a tick under the column heading which best represents your views on the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
If an individual does contemplate moving into another class group he should:					
attempt to improve his education	☐	☐	☐	☐	☐
attempt to change his speech	☐	☐	☐	☐	☐
attempt to change his financial position	☐	☐	☐	☐	☐
attempt to change his occupation	☐	☐	☐	☐	☐

5. Which class group would you like to belong to ? .....

   What are your reasons for this choice? .....

6. If an individual wants to do the things that I want to do in the future, he should obtain the following qualifications:

   (Place a tick after each qualification you feel to be relevant to the statement).

   5 C.S.E. certificates (grades 1 - 3) ☐ 5 G.C.E. certificates ☐

   1 - 3 "A" level certificates ☐ a professional/technical qualification which is ..... .

Q.G.I. / continued

7. Do you think that most members of this group (taken to mean 2/3 or more) are in the same class group as yourself?

8. What job does your father do? Please be as detailed as you can in answering this question.

.....

.....

.....

.....

.....

.....

Q.G.2.

Comment on the following statements by answering true or false to them.

People who live in council houses simply have not tried to get on	true	false
The ability to speak "properly" is not really an advantage in getting on in life	true	false
If you want it, save up for it	true	false
Most people in Britain are middle class	true	false
Reward follows effort	true	false
Success has little to do with formal education	true	false
If you have money you are as good as anybody else	true	false
"If you have it - spend it" is a good attitude to have to have money	true	false
Work gives meaning to life	true	false
Ambition is good for a person	true	false

Q.H.

On the next page are tables which contain statements regarding models of behaviour.

Rank each of the statements in each table 1 - 4 where 1 is most important and 4 least important in terms of:

What you would ideally like to be like - Column 1

What you think your parents consider is important for you - Column 2

What you think your friends consider is important for you - Column 3

What you think members of staff consider is important for you - Column 4

In Column 5 (the real you) place 1 after the statement which best describes you, 2 after the statement which next best describes you and so on.

Model of behaviour.

	1 ideal	2 parents	3 friends	4 college	5 real
Table 1 good at course subjects good at games popular with students respectful and polite to parents and elders					
Table 2 having many friends of the opposite sex generally acting as a mature person working hard at college having a good time, enjoying yourself etc.					
Table 3 working for qualifications acting as a student type* good at conversation able to stand up for yourself					

* there are several models appropriate here e.g. having very long hair to having very short hair. As long as you feel that you wish to conform to a student image, then you could say that you are acting as a type.

Q.I.I.

Place a tick after those statements which follow that represent your views.

1. A student should try to make a contribution tc a lecture ☐
2. The opinion of college lectures of a students work is important to the student. ☐
3. Getting a high mark in an assessment or mid-term examination is something a student should aim for. ☐
4. Most college lecturers could give good advice to a student on attitudes to work. ☐
5. During lectures a student should pay attention to what is being said. ☐
6. If a student feels that some of the lecturing staff dislike him he will be concerned about it. ☐
7. It is important that a student does well on this course. ☐
8. Being accepted by the teaching staff is something a student is usually concerned about. ☐
9. Studying to do well on this course is an activity a student should carry out. ☐
10. Handing in work, which has meant hard effort, is to the advantage of a student. ☐
11. If a student's view of life is similar to that of most college lecturers, then this is good for that student. ☐
12. A student can be influenced by most staff members. ☐
13. During a lesson a student is influenced by the lecturer. ☐
14. A student should work hard at college. ☐

Most students admire most of the college staff true/false

College lecturers provide good models of behaviour true/false

Q.I.II.

There are ..... in your course group. Place a tick after those statements whi follow, that you think represent the views of the majority (2/3 or more) of th group.

1. A student should try to make a contribution to a lecture.

2. The opinion of college lecturers of a student's work is important to the student.

3. Getting a high mark in an assessemnt or mid-term examination is is something a student should aim for.

4. Most college lecturers could give good advice to a student on attitudes to work.

5. During lectures a student should pay attention to what is being said.

6. If a student feels that some of the lecturing staff dislike him he will be concerned about it.

7. It is important that a student does well on this course.

8. Being accepted by the teaching staff is something a student is usually concerned about.

9. Studying to do well on this course is an activity a student should carry out.

10. Handling in work, which has meant hard effort, is to the advantage of a student.

11. If a student's view of life is similar to that of most college lecturers, then this is good for the student.

12. A student can be influenced by most staff members.

13. During a lesson a student is influenced by the lecturer.

14. A student should work hard at college.

Q.J.

Place a tick under the column heading which best represents your view on the following statements:

		true	usually true	neutral	false	usually false
1.	Concentrating on class work is hard.	☐	☐	☐	☐	☐
2.	Students on this course are mature enough to be treated as adults.	☐	☐	☐	☐	☐
3.	I feel part of a college community.	☐	☐	☐	☐	☐
4.	It is difficult to concentrate on what is being said in class.	☐	☐	☐	☐	☐
5.	The college provides some sort of group identity.	☐	☐	☐	☐	☐
6.	Students on this course are likable.	☐	☐	☐	☐	☐
7.	It is difficult to make notes during a lecture.	☐	☐	☐	☐	☐
8.	Opinions voiced by members of this group seem reasonable.	☐	☐	☐	☐	☐
9.	I feel that I belong in some way, to a group when I am at college.	☐	☐	☐	☐	☐
10.	Writing essays is difficult.	☐	☐	☐	☐	☐
11.	Most members of this group should do well in life.	☐	☐	☐	☐	☐
12.	This is a good course group to belong to.	☐	☐	☐	☐	☐
13.	The college provides a group feeling.	☐	☐	☐	☐	☐
14.	Most of the subjects on this syllabus are difficult to understand.	☐	☐	☐	☐	☐
15.	Students on this course are as good as anybody else.	☐	☐	☐	☐	☐
16.	The college can be looked at as a group.	☐	☐	☐	☐	☐
17.	The college can be seen as an institute on whose members have something in common.	☐	☐	☐	☐	☐

continued over/..

	true	usually true	neutral	false	usu fa
18. Paying attention in class is difficult.	☐	☐	☐	☐	☐
19. Homework is hard to get down to.	☐	☐	☐	☐	☐
20. There is something of a spirit of belonging to be felt at college.	☐	☐	☐	☐	☐
21. This course group has the right attitudes to life.	☐	☐	☐	☐	☐

Q.K.

Answer the following questions. Where the term film star is used it should be taken to refer to both cinema film star and television film star, as films are shown in the cinema and on television.

1. How often did you go to the cinema during the past two weeks? You may think of this week as one of your weeks if you wish.

   .....

2. On average, how many films (not plays) do you watch on television a week?

   .....

3. On average, how many films (not plays) do your parents watch on television a week?

   .....

4. Can you write down, if you can do so, the titles of three films in which each of the following film stars have appeared? YES/NO

   Robert Mitchum .....

   Burt Lancaster .....

   Doris Day .....

5. Do you have a favourite film star? YES/NO
   If so, state name of star .....

6. Have you ever tried to "identify" with a film star, for example, copying a mannerism? YES/NO

7. Which of the following statements do you agree with? (Tick)

   (a) Most films are like real life ☐

   (b) The film can teach you how to live ☐

   (c) Film stars influence people ☐

   (d) You can learn a lot from films ☐

8. Which of the following are, or were, film stars? (Tick)

   Randolph Scott ☐ James Stewart ☐ Mel Torme ☐ Maureen O'Hara ☐
   Cole Porter ☐ Francis Williams ☐ Hal Roach ☐ Hal Wallis ☐
   Dean Martin ☐ Alan Ladd ☐ William Holden ☐ Gary Cooper ☐
   James Cagney ☐ George Mason ☐ Humphrey Bogart ☐ Jane Fonda ☐
   JohnO'Hara ☐ Leon Uris ☐

Q.L.

1. What programmes appeared on I.T.V. last week, on the following days and time

Monday 8.00 p.m. ..... Tuesday 8.30 p.m. .....

Sunday 9.30 p.m. ..... Thursday 10.30 p.m. .....

2. What programmes appeared on B.B.C. television last week, on the following da and times?

Wednesday 6.45 p.m. ..... Friday 10.00 p.m. .....

Tuesday 6.45 p.m. ..... Saturday 7.45 p.m. .....

3. In what series do, or did, the following characters appear?

Dr. Finley ..... Cheese and Egg .....

John Drake ..... Hoss Cartwright .....

Charlie Barlow ..... Liz Shaw .....

Admiral Harriman Nelson ..... Granny Fraser .....

4. Which of the films, on the attached list, were shown on television last week

Q.M.I.

The following are possible sources of attitudes as far as you are concerned. W
you place a tick against the four most important sources, which you think influ
you in your attitudes, behaviour etc. If you think that another source should
been included in this list, the write it in the blank space provided. If, for
example, you think that you are mainly influenced by parents, actors, students
the press, then place a tick after those words.

parents	girl friend	boy friend
pop stars	friends	radio
sports stars	television	book heroes e.g. James B
actors	actresses	students
magazines	the press	work staff
relatives	teachers	cinema heroes
T.V. heroes	magazines	bosses

Q.M.II.

Who or what influences you in terms of your opinions, attitudes, behaviour etc.?
(e.g. film heroes, uncles etc.)

Appendix 11

The Hall-Jones Scale of
occupational prestige for
Males used in this research

classified.

The Hall-Jones Scale of Occupational Prestige for Males

Class 1: Professionally Qualified and High Administrative

Accountant
Analytical chemist
Architect
Army:
  Major and upwards
Auditor
Bank manager
Barrister
Civil Service:
  administrative,
  C.E.O.'s, chief inspector of taxes, inspector of schools
Colliery manager
Consultant (engineer, doctor, etc.)
Contractor (building, railway, etc.)
Dental surgeon
Dentist (qualified)
Designer, aircraft
Diplomat
Director of Education
Doctor
Editor
Engineer (qualified)
Geologist
Headmaster (sec. school or prep. school)
Insurance actuary
Land or farm agent or steward
Landowner
Marine surveyor
Medical officer of health
M.P.
Navy:
  Lt. Cmdr. upwards
Planter
Police:
  C/Suptd., D/Cdr., Cdr., Asst/Commr., Chief Constable
Procurator fiscal
Quantity Surveyor
Race horse owner
Research scientist
Royal Air Force: Wing/Cdr. and upwards
Sheriff's substitute
Shipowner
Solicitor
Stockbroker
Sugar refiner
Surveyor (qualified)
Town Clerk
Treasurer, local authority
Underwriter, Lloyds
University lecturer
Valuation officer
Veterinary Surgeon (qualified)

Class 2: Managerial and Executive (with Some Responsibility for Directing and Initiating Policy)

Air pilot
Army:
  Captain and below (commissioned)
Articled clerk
Bank clerk (senior)
Chiropodist
Civil Service:
  S.E.O.'s, inspector of taxes (higher grade), inspector of taxes
Commercial artist
Commercial scientist
Dentist (unqualified)
Divisional Education Officer
Headmaster (elem. school)
Headmaster (indust. school)
Head postmaster
House property manager
Minister (nonconformist)
Navy: Lieut. and below (commissioned)
Optician (qualified)
Patent agent
Personnel manager
Pharmacist
Police:
  Chief Inspector, Suptd.
Psychiatric social worker
Restaurateur
Royal Air Force:
  Squadron leader and below (commissioned)
Sanitary engineer
Sanitary surveyor
Settlement warden
Teacher (sec. sch. or public school)
Veterinary practitioner (unqualified)

Class 3: Inspectional, Supervisory, and Other Nonmanual (Higher grade)

Advertising agent
Army:
  W.O.
Bank clerk (junior)
Boarding out officer
Branch manager
Catering officer
Canal boat proprietor
Civil Service:
  E.O.'s, Technical Officer, exptl. officer,
  collector, tax officer (higher grade)
Church worker
Clerk of works
Club master (warden)
Colliery engineer
Commercial traveller
Committee clerk
Contractor
Dispensing chemist (employed)
Dog breeder
Draughtsman (qualified)
Drug and food inspector (L.G.)
Entertainment organizer
Farm bailiff or grieve
Forwarding agent

Goods agent (railway)
Head clerk
Horse breeder
Hotel keeper or manager
Industrial chemist
Inspector (insurance, engineering)
Jockey
Journalist or reporter
Librarian (assistant, qualified)
Marine engineer
Mental health officer
Mental nurse (qualified)
Navy: W.O.
Overman, colliery
Permanent way inspector
Photographer
Physiotherapist
Police:
  Inspector
Postmaster
Probation officer
Radiographer
Royal Air Force:
  W.O.
Rate fixer
Rating officer
Royal Marines:
  Sgt. Major,
  Q.M. Sgt.
Salesman
Sanitary inspector
Shorthand writer
Station master
Stockbroker's clerk
Teacher (elem. sch., jnr. tech., etc.)
Technician (B.B.C.)
Undertaker
Youth employment officer
Youth organizer

Class 4: Inspectional, Supervisory, and Other Nonmanual (Lower Grade)

Accountant's clerk
Advertising copywriter
Advertisement drawer
Army:
  Sgt. and S./Sgt.
Architect's apprentice
Auctioneer
Bank detective
Book keeper
Butler
Chef or hotel cook
Chemical sampler
Civil Service:
  H.C.O.'s
  Assistance Officer
Club leader
Coast guard
Costing clerk
Cricketer (professional)
Customs officer
Deputy overman
Draughtsman (apprentice)
Erection engineer (unqualified)
Estimating clerk
Film cutter
Footballer (professional)
Furrier
Insurance agent (industrial)
Librarian (unqualified)
Licensed victualler
Market gardener
Masseur (employed)
Merchant Navy:
  Radio Operator
  Cadet
  Midshipman
Navy:
  P.O. and C.P.O.
Police:
  Sergeant
Publican (innkeeper)
Radio Officer (civil airways)
Royal Air Force:
  Sgt. and S/Sgt.
Road safety officer
Relieving officer
Religious brother
Sampler in brewery
School Attendance Officer
Shop supervisor
Shop walker
Signal inspector
Stationer
Sub-Postmaster
Surveyor's assistant
Toy designer

Class 5(a): Routine Grades of Nonmanual Work

Booking clerk
Caretaker
Cashier:
  Box Office, Shop,
  Undefined
Civil Service:
  C.O.'s and T.C.'s,
  Asst. Collector,
  Tax officer
Clerk (routine)
Commissionaire
Dance band musician
Draughtsman (tracer-unqualified)
Hairdresser
Head Porter
Librarian, assistant (unqualified)
Police:
  Constable, special
  Constable, cadet
Post Office clerk
Prison officer (Warder)
Provident collector
Railway detective
Rate collector
Rent collector
Sheriff's assistant
Shop assistant:
  Chemist, Confectioner, Draper, Florist, Grocer, Ironware, Furniture, Stationer, Tailor
Storekeeper
Telegraphist
Telephone operator
Waiter
Window dresser

Class 5(b): Skilled Manual

Ambulance Man
Annealer
Apprentice (skilled trade)
Army:
  Cpl. and L/Cpl.
Baker
Blacksmith
Boiler maker
Boiler smith
Book binder
Book maker
Boot maker
Boot repairer
Brass finisher
Brass moulder
Bricklayer
Builder (employed craftsman)
Bus driver
Butcher
Cab driver
Cabinet maker
Carpenter
Carpet weaver
Cap maker
Capstan setter
Caster (dies)
Chain maker
Charge hand
Chauffeur
Checker
Chimney sweep
Clicker
Cloth lapper
Coach builder

Goods agent (railway)
Head clerk
Horse breeder
Hotel keeper or manager
Industrial chemist
Inspector (insurance, engineering)
Jockey
Journalist or reporter
Librarian (assistant, qualified)
Marine engineer
Mental health officer
Mental nurse (qualified)
Navy: W.O.
Overman, colliery
Permanent way inspector
Photographer
Physiotherapist
Police:
  Inspector
Postmaster
Probation officer
Radiographer
Royal Air Force:
  W.O.
Rate fixer
Rating officer
Royal Marines:
  Sgt. Major,
  Q.M. Sgt.
Salesman
Sanitary inspector
Shorthand writer
Station master
Stockbroker's clerk
Teacher (elem. sch., jnr. tech., etc.)
Technician (B.B.C.)
Undertaker
Youth employment officer
Youth organizer

Class 4: Inspectional, Supervisory, and Other Nonmanual (Lower Grade)

Accountant's clerk
Advertising copywriter
Advertisement drawer
Army:
  Sgt. and S./Sgt.
Architect's apprentice
Auctioneer
Bank detective
Book keeper
Butler
Chef or hotel cook
Chemical sampler
Civil Service:
  H.C.O.'s
  Assistance Officer
Club leader
Coast guard
Costing clerk
Cricketer (professional)
Customs officer
Deputy overman
Draughtsman (apprentice)
Erection engineer (unqualified)
Estimating clerk
Film cutter
Footballer (professional)
Furrier
Insurance agent (industrial)
Librarian (unqualified)
Licensed victualler
Market gardener
Masseur (employed)
Merchant Navy:
  Radio Operator
  Cadet
  Midshipman
Navy:
  P.O. and C.P.O.
Police:
  Sergeant
Publican (innkeeper)
Radio Officer (civil airways)
Royal Air Force:
  Sgt. and S/Sgt.
Road safety officer
Relieving officer
Religious brother
Sampler in brewery
School Attendance Officer
Shop supervisor
Shop walker
Signal inspector
Stationer
Sub-Postmaster
Surveyor's assistant
Toy designer

Class 5(a): Routine Grades of Nonmanual Work

Booking clerk
Caretaker
Cashier:
  Box Office, Shop,
  Undefined
Civil Service:
  C.O.'s and T.C.'s,
  Asst. Collector,
  Tax officer
Clerk (routine)
Commissionaire
Dance band musician
Draughtsman (tracer-unqualified)
Hairdresser
Head Porter
Librarian, assistant (unqualified)
Police:
  Constable, special
  Constable, cadet
Post Office clerk
Prison officer (Warder)
Provident collector
Railway detective
Rate collector
Rent collector
Sheriff's assistant
Shop assistant:
  Chemist, Confectioner, Draper, Florist, Grocer, Ironware, Furniture, Stationer, Tailor
Storekeeper
Telegraphist
Telephone operator
Waiter
Window dresser

Class 5(b): Skilled Manual

Ambulance Man
Annealer
Apprentice (skilled trade)
Army:
  Cpl. and L/Cpl.
Baker
Blacksmith
Boiler maker
Boiler smith
Book binder
Book maker
Boot maker
Boot repairer
Brass finisher
Brass moulder
Bricklayer
Builder (employed craftsman)
Bus driver
Butcher
Cab driver
Cabinet maker
Carpenter
Carpet weaver
Cap maker
Capstan setter
Caster (dies)
Chain maker
Charge hand
Chauffeur
Checker
Chimney sweep
Clicker
Cloth lapper
Coach builder

Brickmaker
Brushdrawer
Builder's scaffolder
Buttonhole cutter
Bus conductor
Butcher's assistant
Canvasser
Capstan operator
Carpenter's mate
Car park attendant
Carpet finisher
Carter
Catering assistant
Closer
Cloth finisher
Coal conveyor
Coal hewer
Coal trimmer
Core maker
Craneman (crane driver)
Darner
Deliveryman
Dental mechanic's assistant
Drayman
Driller (brush factory)
Dyer
Electrician's mate
Engineman
Farmworker (farm labourer)
File Setter
Finisher (laundry)
Fisherman
Fitter's mate
Furniture remover (employee)
Garage hand
Gasmantle maker
Gownpresser
Grain storeman
Grinder
Hall porter
Hammerman
Hand sewer
Holder-on
Hurdle maker
Ironer or clothes presser
Lathworker
Lighterman
Letter stamper
Lorry Driver (short distance)
Machine operator
Machinist
Maker (wooden-box)
Meter reader
Milkman
Muslin darner
Navy:
A.B.
Office boy
Operative (semi-skilled)
Ostler
Packer
Packing case maker
Pearl stringer
Pirn winder
Pit headman
Plastic welder
Platelayer
Polisher
Porter (Town Hall)
Postman
Post Office sorter
Presser (tailor's)
Printer's feeder
Railway engine cleaner
Railway linesman
Railway porter
Roadsman
Rope slicer
Royal Air Force:
A.C.2. and A.C.1.
Sawyer
Seaman
Serrator
Sexton
Sheet metal worker
Ship plater's helper
Shop Hand:
Greengrocer, Butcher, Fishmonger
Shunter
Stableman
Stevedore
Stoker
Storeman
Surfaceman (railway or road)
Switchman
Telegraph Boy
Ticket collector
Tobacco spinner
Timber cutter
Tin pricker
Town porter
Traction engine driver
Trawlerman
Trimmer (coal, upholstery, etc.)
Van driver
Warehouseman
Warehouse worker
Wheeltapper
Wood machinist
Wool sorter
Worker:
Chemical, Leather, Starch, Steel, Rope, Rubber, etc.

Class 7: Manual, Routine

Bag sewer
Bath attendant
Bottler
Bottle washer
Boatman (canal)
Bolt screwer
Book folder
Boxmaker (cardboard)
Builder's labourer
Bundle maker
Cameraman (street)
Canteen assistant
Carman (shunter)
Carpet cleaner
Carpet factory worker
Cattle drover
Cellarman
Cleaner
Coal porter
Costermonger
Counterhand
Deal porter
Despatch labourer
Distillery worker
Docker
Drainer
Drain pipe layer
Errand Boy
Factory hand (routine)
Factory worker
Folder
Gasworker
Hawker (dealer)
Houseboy
Labourer
Lamp cleaner
Lamplighter
Lavatory attendant
Leather carrier
Lift attendant
Loader
Lorryman
Machine minder (routine)
Messenger
Navvy
Paper seller
Porter
Presshand
Publican's assistant
Quay labourer
Rabbit seller
Railway yardman
Refuse collector
Roadman
Roadsweeper
Scavenger
Showcard mounter
Sorter (not P.O.)
Stacker
Street trader
Tar sprayer
Vanman

Colliery engineer
Colour mixer (if skilled)
Compositor
Concrete fencer
Cook
Cooper
Copper smith
Cord wainer
Cotton weaver
Cowman
Crane driver
Currier
Cutler
Decorator
Dental mechanic
Donkeyman (sea)
Dock gateman
Die-setter
Electrician (employed craftsman)
Engine driver
Engine stoker
Engineer (employed craftsman)
Engraver
Excavator driver
Farm worker (skilled)
Fitter
Forester
French Polisher
Fur finisher
Furnaceman (chemicals)
Galvanizer
Gamekeeper
Ganger
Gardener
Gasfitter
Glass blower
Glazier
Grainweigher
Groom
Gunsmith
Harness weaver
Head gardener
Horse dealer
Hosiery trimmer
Inspector (Gas Co., transport etc.)
Instrument Maker
Ironmoulder
Iron or steel dresser
Iron driller
Jewel cast maker
Joiner
Laboratory assistant
Landscape gardener
Lathe setter
Leather dresser
Leather Splitter
Lock gateman
Lodge keeper
Lorry driver (long distance)
Machine repairer
Maintenance fitter
Maltster
Marble polisher
Mason
Mechanic (skilled)
Medical glass engraver
Merchant Navy:
Apprentice
Miller
Millwright
Mole catcher
Motorman
Motor engineer
Motor mechanic
Moulder
Musical instrument repairer
Navy:
Ldg. Seaman
Newsagent
Nurseryman
Operative (skilled)
Painter
Paint mixer
Paint sprayer
Panel beater
Paviour
Pattern maker
Plasterer
Plater (iron and steel)
Plumber
Portmanteau maker
Potter
Printer's cutter
Printer
Puddler (metals)
Quarryman
Radio mechanic (skilled)
Railway crossing keeper
Railway guard
Railway signalman
Range fitter
Record maker
Retort builder
Rivetter
Ropemaker
Ropespinner
Royal Air Force:
Cpl. and LAC.
Sailmaker
Seedsman
Shepherd
Ship's plater
Ship's carpenter
Ship's fireman
Ship's rigger
Shipwright
Signwriter
Silk weaver
Silversmith (skilled craftsman)
Slater
Slaughterer
Spinner
Stage hand
Steel cutter
Steeple-Jack
Stillman
Studgroom
Sweep
Talleyman (checker)
Tailor
Tanner
Teazer (glass)
Telegraph linesman
Thatcher
Tilemaker
Tinsmith
Toolmaker
Toolsetter
Toymaker (skilled)
Tractor driver
Turn cock
Turner
Upholsterer
Valve tester
Vulcanizer
Waggon examiner
Waggon painter
Watchmaker and repairer
Waterproof coat maker
Weaver
Welder
Wheelwright
Woodman
Wool/worsted spinner

Class 6: Manual, Semi-skilled

Agricultural worker, farm servant
Armature winder
Army:
Private
Artificial flowermaker
Assembler
Baker's assistant
Bargeman
Barman
Basketmaker
Billiard marker
Blacksmith's striker
Boilerman
Boot machinist
Brass bedstead maker
Brass wire worker

Occupations whose allocation depends on criteria additional to the nature of the occupation itself, e.g., number of persons employed or supervised, size of farm, etc.

Watchman
Actor 1/4
Artist 1/2
Author 1/2
Bookie 4/5(a)
Business owner, director, secretary or manager: buyer:
  100+ hands 1
  10–99 hands 2
  3–9 hands 3
  1 or 2 man business, skilled trade 4
  1 or 2 man business, other 5(a)
Clergyman 1/2
Clerk (local authority) 4/5(a)
Farmer:
  250+ acres 1
  100–249 acres 2
  10–99 acres 3
  Up to 9 acres 4
Foreman:
  20+ hands 3
  3–19 hands 4
  1 or 2 hands 5(b)
Haulage contractor 2/3
Hospital secretary 1/2
Librarian (head) 1/2
Maintenance engineer 3/4
Master mariner 1/3
Merchant (wholesale):
  Grading one higher than business owner throughout.
Merchant Navy:
  Captain 1/3
  Ship's engineer 3/4
Physical training teacher 3/4
Poultry farmer 3/4
Private tutor, coach, 2/3
Professional writer 1/3
Quarry master 1/2
Reader, publisher's 1/2
Registrar 2/3
Scaffolder 5(b)/6
Secretary of voluntary organization 1/3
Shopkeeper 1/5(a) (see business owner)
Statistician 1/2
Textile designer 2/3
Trade union official 3/4
Welfare officer 1/3

Appendix 111

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