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A SOCIOLOGICAL ANALYSIS OF DEVIANT BEHAVIOR ,

Committee

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Introduction: To Theoretical Approaches in the Development of Deviant Behavior.

The concepts of Social-Problems, Social-Disorganization (Cultural-Lag), Social-Pathology and Deviant-Behavior all define the same societal phenomena. These concepts are different orientations and perspectives to the theoretical and methodological inquiries of sociological literature into the nature of social problems. The purpose of this section is to add an historic theoretical dimension in analyzing these concepts categorically. The aforementioned are all found in the sociological literature and will aid the reader in fully comprehending this paper's orientation.

The oldest approach into the inquiries of the nature of social problems is called The Social Problems Approach. A survey of the literature reveals two types of books dealing with social problems: (1) those whose scope extends over many kinds of problems, and (2) those which investigate one problem. Some examples of the phenomena studied are feeble-mindedness, insanity, prostitution, juvenile delinquency, crime, divorce, poverty, race conflict, and war. A number of the books treat the problems in a characteristic manner; each problem is examined in terms of its extent, the forms or expressions it takes, its origins, the consequences to persons and society as a whole, and the methods devised for controlling it. Therefore, each problem is treated as

a separate entity either explicitly or implicitly. <sup>1</sup>

The advantages of this approach is the realization of the existence of many problems, that some of them affect pluralities in a multifarious way, and the needed effort to control them. The approach also clarifies that the causation of the problems is complex, with no simple solutions. This approach is especially valuable to the social worker or social administrator specializing in the treatment of a problem. Such an approach gives the practical worker a knowledge of the problem itself; not an elaboration of a theory of the relation of problems to larger cultural processes. <sup>1</sup>

Today, the social problems approach is primarily utilized by social workers and not sociologists. The reason for this is that the approach does not correspond to any delimited field or to any system of well-defined concepts. The social problems approach is distinctively characterized by the following main features: (1) a low level of abstraction or conceptualization, (2) a stress upon the immediate, practical everyday difficulties of human beings, (3) the discussion of problems as discrete and unrelated phenomena (the approach is too atomistic) and (4) the injection of moral judgments into many of the treatises. <sup>2</sup>

The social problems approach does have three fundamental positive characteristics which have aided in the evolutionary development of this subfield of Sociology. First, the studies of different problems gives the impression of common elements

in their (problems) development. Second, the recognition of an underlying process, of which problems are symptoms. Thirdly and most import, the examination of different approaches to problems reveals there are other more integrated attacks on social problems. <sup>1</sup> These are the characteristics which have been most useful to the sociologist.

The recognition of the methodological weaknesses of the traditional social-problems orientation has led the sociologist to refer to the concept of 'social problems' in a classificatory manner. To the contemporary sociologist the term 'social problems' means a social situation about which a large number of people feel disturbed and unhappy. <sup>2</sup> Although sociologists first borrowed this method, they have now relegated it in general to social workers.

## Social Disorganization

Social disorganization is another approach into the study of social problems. This theoretical position has a long line of traditional thought in the writings of Hegel, Marx, Darwin, Auguste Comte, and Herbert Spencer, along with many contemporary theorists. Their writings were an attempt to overcome the atomism and lack of integration found in the traditional 'social problems approach'. Practically all variants of this view associate such things as social change, uneven development of culture, maladaptiveness, disharmony, conflict, and lack of consensus, together with social disorganization and personal disorganization, as aspects of a separate field of sociological inquiry.<sup>2</sup> Social Disorganization, as the name implies, is an attempt to study problems from the standpoint of the social processes which bring them about.<sup>1</sup>

The study of The Polish Peasant in Europe and America by William I. Thomas and Florian Znaniecki was the first complete analysis of personal, family, and community disorganization in sociological literature.<sup>3</sup> Thomas and Znaniecki define social disorganization as a decrease in the influence of existing social rules of behavior upon the individual members of the group. This decrease may represent different degrees of social disorganization as social disorganization can be found in all societies. Under ordinary conditions of social stability, instances of social disorganization are

controlled or prevented from spreading to others by reinforcing existing rules with the help of existing social sanctions. However, when disorganization can no longer be stopped by reinforcing existing rules, it becomes widely prevalent and leads to the dissolution of the group. The logical cause of social disorganization is as follows: a given social rule (value) is supported by a combination of attitudes; if new attitudes develop, the rule appears differently to those who have new attitudes and its influence is correspondingly disturbed and lessened.<sup>4</sup> This, in a very brief form, is one theoretical approach to the study of social disorganization.

Cooley, in the tradition of Thomas, also threw light on social disorganization by showing a direct relationship between the breakdown of institutional stability and the frequency of problems.<sup>1</sup> Implicit within this formulation is the notion of social life as an organic process involving the mutual interaction of society and the individual. Therefore, social disorganization is to be found in the nature of the dynamic relationships between individuals and the institutions of their society. The institutions of society fulfill human needs and at the same time, function to limit or control the responses of individuals. However, when institutions are no longer responsive to these needs, a condition exists in which the institutional symbols no longer exercise this control. This condition is known as 'formalism'



which was Cooley's term for social disorganization.<sup>2</sup> The foregoing is a summary of Cooley's theoretical position regarding social disorganization. The similarities between Cooley and Thomas are evident, for they both assume the ideal of an organized society.

Another more contemporary approach to social disorganization has been that of Elliott and Merrill. They view society as dynamic, with the social structure in a process of rapid change. Status and role are not clearly defined, and many persons find themselves in situations where no established role patterns exist; they are often forced to improvise new roles. This, however, is difficult for the individual and often dangerous to the society. The forces of disorganization are carried within a dynamic society, i.e. the same elements that make the social structure dynamic bring about its disorganization.<sup>3</sup> Here Elliott and Merrill are dealing with the entirety of the social structure and utilizing the concepts of status and role. Thus far, Elliott's and Merrill's has been the broadest treatment of the concept of social disorganization or social problems.

One other traditionalist, William F. Ogburn, is found categorically under the concept of social disorganization with his concept 'cultural lag'. The lag hypothesis assumes that various parts of culture are changing; some parts, because of invention or discovery, changing more rapidly

than others. Because culture is interrelated, a change in one part necessitates similar changes in other parts.<sup>1</sup> The strain that exists between two correlated parts of culture or society which change at unequal rates of speed, may be interpreted as a lag in the part that is changing at the slower rate; for the one lags behind the other.<sup>5</sup> It is this condition of lag which issues in maladjustments and problems. This approach then suggests two main lines of methodology: (1) the changes in the material culture, and (2) the resistances of society which prevent adjustment to them.<sup>1</sup> The rationalization for including cultural lag under social disorganization is the fact that this approach is an examination of the process to which problems are incidental. The significant contribution is that Ogburn analyzed the process.

The social-disorganization approach represents an advance over the social problems approach to the degree that it seeks to place social situations within the larger context of whole systems of societies and cultures.<sup>2</sup> The approach is more scientific due to a lack of explicit value-judgements; but value-judgements are implicit within varying definitions. Often times, the larger term, social disorganization, is left undefined while the smaller terms of process, interaction, values, attitudes, and cultural lag are defined and utilized. Elliott and Merrill develop the most complete

study utilizing the concept of social disorganization in its totality. The writers of social disorganization have marked out (roughly), a field of common interests and they have established several philosophical points of view toward the phenomena falling within it; however, they have not created a body of concepts which can be called 'systematic theory'.<sup>2</sup>

## Social Pathology

Paul von Lilienfeld, a Russian positivistic organicist first used the term 'social pathology'. He formulated the term social pathology to refer to the study of maladjustments of society--disorders of industry, politics, justice, which exist in society, such as insanity, disease, and paralysis of the individual. The chief source of social pathology, at that time, was seen to be the conflict between science and religion, which social science should mediate. <sup>6</sup>

Edwin Lemert first utilizes the concept in the contemporary sense in reference to the issue of social problems. A general statement of this approach would include social differentiation, deviation, and individuation. Lemert views the socio-pathic phenomena as simple differentiation which at a given time and place, is socially disapproved even though the same behavior may be socially approved at other times and in other places.

Lemert starts with the idea (assumes) that persons and groups are differentiated in various ways, some which result in social penalties, rejections, and segregation. These penalties of the community are dynamic factors that condition which form the initial differentiation or deviation takes. The concern of this theoretical approach covers two areas: (1) the concern with socio-pathic differentiation, and (2) concern with socio-pathic individuation. <sup>2</sup>

The objective of the socio-pathic approach is to study a limited part of deviation in human behavior and a certain range of societal reactions together with their interactional products, and by this scientific method, to arrive at generalizations concerning the uniformities of these events.<sup>2</sup> The objectivity lies in the aim to study socio-pathic behavior in the same light as normal behavior. Lemert feels that variations from social norms in desirable and enviable positions should be explored as profitably as the more frequently studied socio-pathic variations.

It is evident that the socio-pathic approach is more sophisticated theoretically, and especially methodologically, than the social disorganization approach. The socio-pathic approach delineates its constructs more completely and utilizes them within the framework of the scientific method. Logically, it follows that the socio-pathic approach develops a systematic theory which is integrated.

## Deviant Behavior

Contemporary sociologists are currently utilizing The Theoretical and Methodological approach of Deviant Behavior in the study of social problems. Some of the contemporary sociologists utilizing this approach are Robert Dubin, Howard S. Becker, Kai T. Erikson, Richard A. Cloward, and Marshall B. Clinard. Their theoretical approach is quite revolutionary, in that they view deviance as being created by society. A society is composed of many groups, each with its individual set of rules, and it is possible for people to belong to many groups simultaneously. Therefore, it is social groups that create deviance by establishing rules whose infraction constitutes deviance. It follows then, that deviance is not a quality of the act the person commits, but rather a consequence of the application by others of rules and sanctions to an 'offender'. The deviant is the one to whom that label has successfully been applied; deviant behavior is behavior that people so label. <sup>7</sup>

Reactions to deviations from social norms (rules) can vary in the direction of approval, tolerance, or disapproval. A society is more concerned with punishing disapproved deviations from norms than with rewarding compliance with norms. It is by observing the behavior socially punished, that we learn which behavior is disapproved. The norms controlling behavior have varying degrees of strength and may be measured

in degrees of what the group regards as the severity of the sanction. Only those situations in which behavior is in a disapproved direction and of sufficient degree to exceed the tolerance limit of the community, does it constitute deviant behavior. <sup>9</sup> This is the general theoretical orientation of those sociologists utilizing the deviant behavior approach. This particular mode is the combined perspectives of Howard S. Becker and Marshall B. Clinard. Such an approach has been delegated for the research design; therefore, a more detailed account is found in the theoretical section of the research design.

In summary, a general overview of the theoretical approaches in the field of Social Problems has been described. The social problems approach, and the social disorganization approach (including cultural lag), socio-pathic approach and the deviant behavior approach have all been categorically treated. Implicit within this treatment is an historical evolutionary treatment of the theoretical descriptions of Social Problems. By including both these methods, two aspects become evident: (1) the treatment of each theoretical approach as a separate entity and (2) the progression and refinement of theory within this sub-field of study up to the present time. This section is a statement of the field as it now stands and constitutes a theoretical introduction to the research design.

A Deviance Perspective Concerning --

Theoretical and Methodological Implications for  
Substantiating Middle and Upper Class Phenomena of  
Instigating a Rejection Pattern of Societal Norms.



## Theoretical Orientation

## Introduction

The term deviant behavior lends itself to several and often times conflicting connotations. Deviant behavior as a conception must be defined, since the very essence of this paper depends upon its clarification. The first task will be to construct a concise definition of deviant behavior so that its proper sociological perspective and orientation in this conceptual model may be established.

Social norms are then defined by referring to the statements on deviance. They are still further defined and delineated theoretically. Following the normative definition is a section concerned with goal directed behavior, frustrations and negative responses and, the variable personal disjunction is defined theoretically. This, then establishes the theoretical framework for the research design.

The research framework is presented by stating a general design overview. A brief statement of purpose and the assumptions and hypothesis follow the overview. In the next section, the sources and types of information are briefly stated. Criteria for selecting the sample are then set forth. The chosen variables and indicators are stated and defined more extensively for methodological purposes. Indexing is broadly defined and also its utilization is related to the design. The next section on the questionnaire is concerned with the purpose and uses of this instrument. The final section is devoted to the statistical analysis of the data.

The theoretical model is designed specifically for this research design, thus it does not include all concepts and orientations pertaining to deviance, norms, and behavior. The reader must keep in mind that certain statements made in this model are therefore relevant only to the context of this model.

The ultimate goal of this design is to discover insights as to what instigates middle and upper class children to reject overall societal goals (in effect, dropping out). The paper's scope is at present limited to the units of study and the variables defined. Yet if valid and reliable insights are discovered, the scope of the model could then be widened to include the society as a whole.

## Deviance As Socially Defined Behavior

Kai Ti Erikson makes this statement:

"Deviance is not a property inherent in certain forms of behavior; it is a property conferred upon these forms by the audiences which directly or indirectly witness them. The critical variable in the study of deviance, then, is the social audience rather than the individual actor, since it is the audience which eventually determines whether or not any episode of behavior or any class of episodes is labeled deviant." 9

Howard S. Becker further substantiates the preceding definition by stating:

"I mean, rather, that social groups create deviance by making the rules whose infraction constitutes deviance, and by applying those rules to particular people and labeling them as outsiders. From this point of view deviance is not a quality of the act the person commits, but rather a consequence of the application by others of rules and sanction to an 'offender'. The deviant is one to whom the label has successfully been applied; deviant behavior is behavior that people so label." 7

Merton further states:

". . . deviant behavior refers to conduct that departs significantly from the norms set for people in their social statuses. . . . Deviant behavior cannot be described in the abstract but must be related to the norms that are socially defined as appropriate and morally binding for people occupying various statuses." 10

Clinard refers to deviant behavior for:

"Only those situations in which behavior is in a disapproved direction, and of sufficient degree to exceed the tolerance limit of the community. . ." 8

Implicit within each of these statements is the fact that deviant behavior is socially defined and that there is

nothing inherent in the behavior itself that is deviant, only the social sanctions applying to the behavior. Muzafer Sherif solidifies this point in saying:

"An item of behavior, taken in and by itself, cannot be labeled either conformity or deviation. There is no such thing as conforming or deviating behavior in the abstract." II

This abstraction must be related to the realities of space, time, and functional qualifications of social norms. (Edwin Lemert) For example, public exposure of the genitals in this country would exceed the norms, (deviant) but in Moslem countries exposure of a woman's face would have the same effect. The importance of accurately defining deviance rests on the relativity of its sanctions. Deviance is not an inherent property of the behavior, but the term deviant is used to characterize the behavior, not the actor committing the behavior. The actor must not be labeled deviant merely for theoretical purposes. If the actor is labeled as such he has been prejudged, thus there is little or no reason to explain his behavior. By reserving the term deviant for describing behavior in relationship to norms, an explanatory framework can be utilized to analyze such behavior. Deviant behavior will be described from an analytic sociological perspective rather than a psychopathological perspective. The personality is relevant and valid to the study of deviance, but it does not seek to explain the behavior socioculturally. The variables of this paper lend themselves solely to a

sociocultural framework. However, it is necessary to observe the fact that deviant behavior can be understood as an operation of both personality and sociocultural elements.

Implicit in each of the aforementioned definitions is the concept of norms. For our purposes, when these norms are evoked they are social in nature.

"A second element of the cultural structure defines, regulates and controls the acceptable modes of reaching out for those goals. Every social group invariably couples its cultural objectives with regulations, rooted in the mores or institutions, of allowable procedures for moving toward these objectives. . . In all instances, the choice of expedients for striving toward cultural goals is limited by institutionalized norms." 12

This quotation from Merton permits one to analyze certain facts regarding norms. Since they are institutionalized, this implies that norms are shared by social groups and are relied on for orderly regulation of behavior. If the limitations of the norms are not adhered to, then a social response will be evoked.

The reader must remember the norms referred to are only social norms. These norms refer to those shared expectations upon which group members rely for regulation of their social behavior. Since social norms are known to a society and usually considered to require adherence, a departure from them means a form or degree of social response. For this study, the stress is on the social reference of norms for classifying our behavior as deviant or not. Legal

norms are those that have been written in statutes and define legally institutional penalties for their violation. Although legal norms are social in nature, they refer to a specific set of behaviors departing from social norms. The breaking of legal norms is often extreme. Social norms therefore cover a larger area of social behavior than legal norms. Our study is basically concerned with behavior that has not violated any legal sanctions; therefore, legal norms are inappropriate for our use.

The use of personal norms also places too many limitations on the concept norm for our purposes, although personal norms also overlap social norms. If a person's socialized personal norms are different from those shared by the larger society, then certain behaviors may be accepted by him, but not by the society and vice-versa.

Both legal and personal norms can be social in nature and classify behavior as deviant, but their definitions render them too restrictive for this model. Social norms are able to elicit a larger response and they apply to a greater variation of behavior. Informal social control is relevant to the hypothesis to be stated later. There is overlapping of social, legal, and personal norms, however our focus is upon the social process of deviant behavior; therefore, social norms are more comprehensive and relevant to this process than legal or personal norms.

The definitions stated at the beginning of the chapter also mentioned the degree to which behavior varies from normative boundaries. Merton talks about, ". . . conduct that departs significantly from the norms", and Clinard mentions, ". . . behavior is in a disapproved direction, and sufficient degree to exceed the tolerance limit." These statements are too abstract for research purposes, yet they can be further defined. Social norms do not define a particular type of behavior as acceptable. Erikson states:

"Because the range of human behavior is potentially so wide, social groups maintain boundaries in the sense that they try to limit the flow of behavior within their domain so that it circulates within a defined cultural territory." 9

This statement establishes the fact that boundaries are defined and there is variation of behavior within each norm.

Sherif and Sherif further define this fact in stating:

"The norm allows for variations and for alternative actions, within certain bounds. Behavior falling within these bounds is within the 'latitude of acceptable behavior.' Behaviors in the same sphere of activity which are outside the prevailing latitude of acceptance fall within the latitude of rejection, where again alternatives are graded as to how objectionable they are." 13

The problem of non-specific definitions remains, but at least behavior has been narrowed into latitudes of acceptance and rejection. Sherif and Sherif further state:

"The latitude of acceptance and the latitude of rejection, relative to a given sphere of behavior, together constitute the reference scale on the basis of which evaluations or appraisals of specific behaviors are made." 13



In order to define and classify behavior, we must concern ourselves with these evaluations.

The criteria to be used is the degree to which the behavior will initiate a corrective social response or attention by control agencies. Howard Becker states:

"Since deviance is, among other things, a consequence, the responses of others to a person's act. . . . If we take as the objective of our attention behavior which comes to be labeled as deviant, we must recognize that we cannot know whether a given act will be categorized as deviant until the response of others has occurred." 7

It is the definitions by others for corrective or control responses that provide the means of specifying behavior which departs enough from the norms to be labeled deviant. The sociologist is dependent upon the definitions of deviant behavior by society. Thus, these are the societal definitions that enable the sociologist to classify deviant behavior and to place it in taxonomic systems.

In summary, a research definition of the concept of deviance has been derived. Deviance is a term which characterizes behavior and not the actors committing the behavior. Although deviance is not inherent within any type of behavior, it is classified as such by a standard of social evaluation by groups or societies. Our reference scale is one which places behavior in the context of the social interaction process and social norms; not legal or personal norms. Social norms include a much greater range of behavior, and within

each norm there is a range of acceptability. Evaluation of behavior is dependent upon how far it exceeds the boundaries of the norms; if a negative social response is evoked, the behavior is labeled deviant. "In short, deviant behavior is socially defined as 'a problem' by the society as a whole or by those segments of society that confront it."<sup>14</sup> Issues such as defining deviance and norms have been considered. Throughout these definitions the focus has remained on behavior. The occurrence of deviance is a problem faced by our society and it is behavior that constitutes the set of events that evokes social responses. Therefore, it is behavior that the conceptual model must concern itself with.

Rotter's social learning theory is described more fully later, but we must state that the occurrence of any behavior is understood as the outcome of a selection, choice, or decision process. A person chooses the behavior (of those available to him) which has the highest expectation of maximizing valued rewards. In order to account for the occurrence of any behavior one requires the knowledge that it (behavior) has been learned, or that it is available to the actor. Therefore we can state that deviant behavior occurs when an actor finds alternative behaviors greater for maximizing valued goal attainment or for preferred outcomes, than it is for conforming behavior.<sup>14</sup>

From the previous statement we can assume for the pur-

poses of this research design, that behavior is goal directed, as both deviance and conformity are outcomes of behavior. In this respect, both are homogeneous. Therefore it becomes necessary to identify those variables and processes in the person and socio-cultural situations which operate together to make the likelihood of deviance to occur greater than that for conformity. 14

The variables when defined, would account for the circumstances under which deviant behavior will occur and the differences of the actors under these circumstances.

This model concerns itself with the negative responses to goal directed behavior. Deviant behavior is a means of coping with frustration and failure. This assertion is relevant only to the degree that it relates to the research design. Therefore, when conforming behavior falls short of achieving those goals sought, alternative behaviors will be used to adapt to the failure to achieve them. Cloward and Ohlin express this view:

"Efforts to conform, to live up to social expectations, often entail profound strain and frustration. . . Deviance ordinarily represents a search for solutions to problems of adjustment. . . Deviance may be understood as an effort to resolve difficulties that sometimes result from conformity. . . the search for solutions may or may not turn out to be non-conforming or delinquent." 15

The deviant act itself does not seek goals which are different from the larger society. Deviance is only a means of coping

with those goals in order to seek gratification or cope with frustrations attached to those goals. The failure of conforming creates a problem of adjustment, leaving the other alternative of deviant behavior. If the actor perceives conforming behavior as low in value-goal attainment, and deviant behavior as a satisfying means to relieve his frustrations, then deviant behavior may occur.

Deviance has been defined as a class of behavior. The behavior in this class is socially defined and departs significantly from the norms in order to define it as deviant. To the actor, deviant means are his only alternative and single solution to his problems, therefore they are functional for him. The task for this design is to establish relationships (hopefully correlations) between social variables which will indicate the likelihood of the occurrence of deviant behavior.

## Personal Disjunction

It now becomes necessary to deal with the personality and to relate this section to the preceding one. This model must concern itself with behavioral expectations. The actor (as his behavior is learned) will select responses from those situations which already define the manner in which he should act. The behavior which has the greatest potential for goal-achievement or for the least possibility of failure or punishment will probably be selected. When the actor's expectations are low for a particular type of behavior, he will use alternative behaviors. If his expectations are low for an accepted class of behaviors, then his alternative behavior is likely to be deviant.

The social learning theory of personality is a formulation which has been developed by Julian B. Rotter and a number of his students and colleagues. The theory is called a learning theory because behavior is seen as taking place in a meaningful environment, and meaning is acquired through past experience. As the theory is concerned with interpersonal and societal mediation of the learnings, rewards, and punishments by individuals, the phrase "social learning" is utilized. Rotter sees the personality as systems of valuations and expectations which mediate goal-directed behavior tendencies.

The model needs to explain how and why deviant behavior

is selected from a repertoire of behavior. According to Rotter, this is dependent upon the expectation of attaining a goal in a situation with a selected behavior. Deviant behavior is related to low expectations for a class or set of behaviors leading to goal attainment (this is Rotter's concept of freedom of movement). The importance of this concept and the selection of alternative behaviors is stated by Rotter as such:

"A crucial part of this theory is that there are specific hypotheses regarding the behavior of an individual with low freedom of movement [set of behaviors leading to goal attainment] and high need value for a particular class of satisfactions [the goals]. When an individual has low freedom of movement and places high value on some class of reinforcements, he is likely to learn behaviors to avoid the failure or punishments that he anticipates in this area and may make attempts to achieve these goals on an irreal level. That is, the person anticipating punishment or failure may avoid situations physically or by repression or may attempt to reach the goals through rationalization, fantasy or symbolic means. The great variety of behaviors commonly regarded as defense. . . are here referred to as avoidance or irreal behaviors. [For purposes in this study, deviant behaviors]." 16

The concept of personal disjunction to be more fully defined at a later point, is derived from this quote.

What Rotter has actually stated here is the perceived opportunity structure and deviance. We are not concerned directly with irreal and avoidance behaviors as Rotter has stated them. The quote does give us a general state of instigation to alternative behaviors. In clarification,

Rotter gives us a behavioral framework that can show which behaviors have a higher probability of attaining valued goals or of either avoiding or coping with failure.

The quote is applicable to this study in particular since we are trying to discover what occurs when the goals are established and the freedom of movement to attain the goals is low. We are assuming that the behavioral alternatives instigated by these conditions will exceed the normative boundaries and be deviant.

Rotter stresses the relationship of this general instigating condition to psychopathology, but as this paper's orientation is sociological, the quote needs further deliberation. Rotter has defined a condition of high need value and low freedom of movement which is an analogy parallel to Merton's condition of value-access disjunction. Merton states:

"The emphasis upon certain goals may vary independently of the degree of emphasis upon institutional means. There may develop a disproportionate, at times, a virtually exclusive, stress upon the value of specific goals. . . the range of alternative procedures is limited only by technical rather than institutional considerations." 17

Although Rotter's quote is psychological, it is better suited for our design purpose. Again, as this paper's orientation is sociological in nature, it is best to remain in that perspective; thus the reason for Merton's analogy. In brief, Rotter gives a more concrete definition of this condition and one relevant to the research design; it is also better

suited to work with methodologically.

The variable of personal disjunction is basically derived from Rotter's quote. It must be further clarified and defined for our particular research purposes. The variable personal disjunction considers both values and expectations to goals. This variable requires an independent assessment of values and expectations for the same goals. These (values and expectations) must be evaluated on similar scales in order to determine degrees of disjunction. The measurement of values and expectations to goals is necessary in order to derive an empirical measure of personal disjunction. The score of disjunction will indicate which behaviors have a higher likelihood of avoiding or of coping with failure by deviant means.

A good example of personal disjunction and Rotter's quote is: student (A) with a low I.Q. seeking high academic achievement compared to student (B) with a medium range I.Q. seeking high academic achievement. The disproportion between the means and goal for student (A) is much greater than for student (B); therefore, the likelihood for student (A) to seek alternative behavior is greater. Also important in this example is the magnitude of personal disjunction which is in relationship to the magnitude of instigation to alternative behaviors. In summary, the greater the degree of disjunction between values and expectation, the greater the possibility of this instigated deviant behavior.



## Methodological Orientation

## General Overview of Study

This study is exploratory in nature. We hope to discover certain social facts to support the postulated hypothesis. The data gathered could possibly further clarify our theoretical concepts and establish priorities for further research. Also, we hope to increase our knowledge of the phenomenon at hand for further and more highly structured studies. 18

The purpose of the study is to learn why certain high school students tend to reject the larger social order. The unit which we will use to study this phenomena is the family. This unit structure will be much more easy to study and work with than a larger unit at random. The variables already theoretically defined will be applied to this unit. If the design is successful, we will expand it until inferences can be made about the larger society. If the study does not prove to be fruitful, it can be discarded or redesigned and attempted again.

In this type of a survey, research economy dictates that the respondents must be carefully selected. The aim of this model is to obtain insight into the relationships between variables. Thus, the respondents must be chosen in terms of their probability of offering insightful contributions. A selected--not a representative--sample of students and families is called for. It would be a waste of time and effort to research respondents who are not relevant to this

design.<sup>19</sup> The sample subjects must meet certain requirements later specified; it would exceed the bounds of this design to test a large universe. The sample size will be controlled by the number who meet the requirements for selection.

Data will be obtained from two sources. Certain data must be obtained from school records like I.Q. and achievement test scores, grades, and discipline records. The thorough utilization of all available data is of utmost importance to the design. The rest of our information will be obtained from two questionnaires, one of which will be given to the parents and contain both open-end and structured questions. This questionnaire will be used to determine a parental pressure index. The other questionnaire will be given to the student chosen from this family. His answers will help us establish a personal disjunction index. The available data will also contribute in computing this index. Next, these two indices will be compared statistically. The deviant behavior index will be derived from the student questionnaire, the school discipline records, and observations by the interviewer.

Two assumptions and a general hypothesis are stated which include our variables. The variables which have been defined theoretically in the conceptual model will be redefined in the research design for our methodological purposes. Several indicators for each variable have been chosen. Each of the variables will be scored by its indicators. The

variables we will be using in our assumptions and hypothesis are parental pressure, personal disjunction, and deviant behavior (in the form of rejecting family goals.).

A substantial amount of statistical testing will be necessary to show relationships between variables, and also to empirically utilize the indicators. Many of the items on the questionnaires need to be scaled in order to give us a meaningful score for our variables.

In summary, the research design is constructed to substantiate the two assumptions and hypothesis. Each of the assumptions is logically related to the preceding one and the hypothesis to each of them. First, parental pressure must be established by indicators; then and only then, can it be related to personal disjunction. The same process for substantiating personal disjunction must be used as for parental pressure. Once the indices are set up for the variables, we hope to demonstrate relationships among parental pressure, personal disjunction, and the probability of deviant behavior occurring. If the hypothesis is supported, then new or more variables may be added to the design in order to investigate this specific behavior in high school students.

## Research Design

This study represents an attempt to determine some of the reasons why middle and upper class children sometimes reject the normative values of the larger society. The unit of this study will be the family. Naturally we are assuming (in the majority of cases) that through rejecting family norms, societal norms are also being rejected. Frederic Le Play also studied selected families as his basic units. Le Play assumed that in order to study the chaotic forms and material of society, he would have to select simple, basic units for careful analysis which would contain within themselves the essentials of the larger complex.<sup>20</sup> Our reasons are basically the same as Le Play's, but we later hope to go beyond the family as our basic unit of study. Therefore, it will be necessary to study family relationships as they pertain to the variables introduced in the assumptions and hypothesis. Being of an exploratory nature, it is the purpose of this design to discover any positive relationships and report these findings for further research. Our study is directed primarily toward the formulation of problems for more precise investigation and development of further hypotheses. 18

Upon the basis of the theoretical model established, certain sociological principles in the form of assumptions and a hypothesis may be established. It is for these

assumptions and hypothesis that the design is structured to support. Our principles are stated as such:

- Assumption: 1. If parental pressure upon the child to seek certain success goals is great, then the child will desire to fulfill these goals.
- Assumption: 2. But, if failure at these goals or the goals themselves cause a personal disjunction for the child, then the likelihood for alternative behavior is probable.
- Hypothesis: 3. The greater the magnitude of personal disjunction, the greater the probability of deviant behavior occurring in the form of societal rejection (dropping out).

Each of the assumptions and hypothesis as stated is contingent upon the preceding one. If a relationship between the variables can be found, then a relationship can also be established among the assumptions and hypothesis.

## Sources of Information

The sources of information for this study come from both documentary and field sources. Our documentary sources are from school records which may be considered as a primary source. It is a primary source as the high school data we are interested in has been previously gathered first hand, and the responsibility for its compilation has remained under the school authorities. Of course, the preceding statement is assumed true until the time of actual study. The school information we need consists of grades, I. Q., achievement test scores, and disciplinary records. 20

Our field sources will be selected from the sample which will be defined in the next section. The field sources will supply the data for our variables; in particular, parental pressure and personal disjunction, and deviant patterns of behavior.

## Sample

Our sample is a purposive one, which means that our requirements actually establish a criteria for cases being picked from the universe. This will aid in insuring that our cases will be typical of the population in which we are interested. The study, being exploratory, is not concerned with a representative sample. The purposive sample's cases should pose insights to the phenomena we are studying. <sup>18</sup>

Since the design is concerned with middle and upper class children, it is necessary to draw the sample from this social stratum. Socioeconomic status is the primary determinate for selecting the sample. An adequate definition of socio-economic status can be found in a study by Lazarsfeld, Berelson, and Guadet. The S.E.S. ratings measure the number of qualifications each respondent has for a high rank on the socio-economic scale. Data which is empirically measurable and indicative of S.E.S. scaling includes indices as occupation, income, neighborhood, manner of living, and educational level. The S.E.S. will not be ranked on an ordinal scale, but simply designated as lower, middle, and upper. The cut-off points would be established at the minimum level for both middle and upper S.E.S. ranking. An equal sample from each of the middle and the upper S.E.S. will be randomly chosen from this universe. This scale would be needed before the actual



sampling process began.

Using the socio-economic status scale, subjects would be selected from a community of a population of approximately 40,000. This sample would be further delineated, since only subjects whose children are in school could be chosen. The criteria for the student sample is: (1) The subjects chosen must be in either the middle or upper S.E.S. strata, (2) The school records would be analyzed and children in grades ten through twelve meeting the first requirement would then, (3) Be scrutinized as to grades and disciplinary records. Information for the third criteria would also be obtained from school personnel. Those students demonstrating poor grades and negative discipline records would be chosen for the study, but not those already defined as delinquent.

Also chosen will be a control group consisting of students with good grades and positive discipline records. The control group size will be determined by the purposive samples size. In other words, the control group will be the same size as the purposive group. The establishment of a control group will aid the researchers by hopefully demonstrating a distinct absence of our variables.

The reason for students in grades ten through twelve being chosen, is that they have already established patterns of behavior, and are more likely to express their views (given experienced interviewers and good questionnaires).

Therefore, the group chosen will hopefully be heterogeneous and still meet the requirements for selection. By heterogeneous we mean a variation in classes and different family life styles.

The sample will not be exactly representational, but the sampling methods could consist of some random devices. For example, the names could be placed on an alphabetized list (a sampling frame) and throwing die, select every  $n$ th name on the list. This would determine the actual sample size and all the findings would be determined in ratio to the universe used.

## Indexing

Certain indicators have been chosen to distinguish each variable. The indicators were chosen on the basis of relevancy and applicability. The indicators chosen are not the only ones that could have been selected. Since the variables used, are socially complex conditions, the selection of a single indicator would not distinguish them in a valid manner. Therefore, the establishment of variable indices is of methodological import to this design. The feature by which we are distinguishing the index from other measures is its indirectness in giving information about the characteristic being studied.

The term index has, thus far, been loosely applied to our variables and their empirical evaluation. An index is a relatively simple and readily observable phenomenon that is used to measure relatively complex and less readily observable phenomena.<sup>20</sup> Our indicators delineate each variable and combined, will give us a quantitative score for the variable. These indices can be changed easily by adding or discarding indicators. This will be determined by the correlational matrix. The more valid the index is, the stronger the measuring instrument. An example of an index would be:

"A number of indicators, on occupation, source of income, house type, and dwelling area, the data for which can readily be collected via a social survey, were combined into an Index of Status Characteristics (I.S.C.)." <sup>21</sup>

Our index for deviant behavior is constructed by combining its indicators and their scores into an index score for the variable. The other two variables will also be utilized and evaluated in this manner. Therefore, the indicators in this design have values of their own, which are derived from scored questions on the questionnaire. The indicator values are computed, and this value is our index value for the variable.

## Variables and Indices

Parental pressure is found in forms of behavior that force the student to accept success goals that his parents have defined for him. In this situation parents would constantly remind the child of these goals and enforce the goals by whatever means possible. Pressures of this type are found in a variety of forms of behavior; therefore a variety of indicators is needed to obtain an accurate index for parental pressure. The indicators to be used for parental pressure are (1) number of times parent reminds child of goals established, (2) how emphatically the goals are impressed upon the child, (3) forcing the child to study, (4) forcing the child to do the right thing (in the parents' minds), (5) reaction of the parents if the child does not accept these goals, (6) reaction of the parents when the child does not strive for these goals, (7) the goals established by parents for the child. These indicators are self-explanatory, however, certain ones will be difficult to establish answers for in the questionnaire. There will be several questions based on each indicator, and an index will be arrived at for each indicator. These indices will be combined and given a variable index for each subject. The means for gathering the data will be discussed in the questionnaire.

Personal disjunction has already been theoretically defined in the section on expectations. Personal disjunction is comprised of a comparison of two elements, (1) values pertaining to goals and (2) expectations of attaining these goals. In order to assess the disjunction variable both values and expectations are to be plotted on similar scales. Values are concerned with how the child feels about the goals that his parents have established for him. The second element of disjunction we need to examine is the expectation the child has for achieving these goals; whether the child himself feels the goal is plausible for him to attain. The variable personal disjunction is a continuous one. By continuous we mean instead of defining a single categorical condition, we are defining different magnitudes of personal disjunction. The empirical value for personal disjunction is obtained by comparing the index values for the goals and expectations. Then our disjunction index will be compared and related to the value assigned the parental pressure index. The results obtained from this comparison will be scaled and a final value for the magnitude of disjunction will be determined. This value will then be compared to the index value assigned to deviant behavior.

Several indicators are necessary to derive a mathematical index for personal disjunction. Our first element,

valued goals, will be indicated by: (1) how the student feels about his parents' goals\*, (2) his desire to achieve those goals, (3) if he has defined his own goals, then (4) how he values his own goals. The expectation element can be indicated by already established scores such as I. Q., marks in school, and achievement test scores. The child in high school is aware of two out of the three indicators. We also need to know: (5) what expectations the student has, (6) how he feels about his expectations, and (7) if he is aware of his expectations. It is evident that a value for personal disjunction will involve scoring of questions, establishing indices and statistical computations.

Deviant behavior has sufficiently been defined in the theoretical sections, however deviant behavior in reference to the rejection of societal norms need clarification. Indicators are chosen that pertain to the rejection of established societal norms.

Since our unit study is the family, it is here that the instigation for the child to reject those norms is developed. Indicators of a form of rejection of parental goals and societal norms include: (1) drug use (smoking pot), (2) rejection of parents' goals, (3) conflicts with parents, (4) extreme clothing styles (criteria would be established),

\*Parents' goals are those goals that have been set for the child and established by the parents.

(5) refusal to study, (6) slovenly personal appearance, and (7) refusal to establish some long range goal. Each separate indicator does not represent deviant behavior. The indicators combined, can represent a class or pattern of behaviors which can be scaled in degrees of deviance. Certain answers to the indicators will be given by the interviewers (personal appearance questions). Answers to the other indicators will be obtained from the questionnaire and school discipline records.



## Questionnaire

The research design demands a lengthy and well-constructed questionnaire. This section is to clarify the purpose of the questionnaires and their relationship to the design. The questions in the questionnaire are designed for use in face-to-face interviews. The questions would indicate empirical scores for the indicators which in turn, indicate indices for the variables: parental pressure, personal disjunction, and deviant patterns. The indicators would be analyzed separately and multiple questions designed which refer to its properties. In this manner, each indicator will be fully defined empirically. The questions best exemplifying good methodological form and indicating the property desired, are chosen for the questionnaire.

The variables and indicators must represent degrees of value, therefore the questions would have response categories. Each of the responses would be scaled with a value. For example, suppose we are trying to establish attitudes of parents towards goals for their child. An attitude scale such as, "the technique of summated ratings" could be used. This type of scale emphasizes the importance of each item as a scale in itself. The construction of an attitude scale according to the technique of summated ratings would be as follows: (1) a series of questions that express a wide range

of indirect goal attitudes from extremely positive to extremely negative, concerning a particular indicator are compiled. In the selected statements the emphasis is placed on values rather than facts. Note we are trying to establish how parents feel about success goals for their children, and how the child feels about these same goals. The statements are constructed to clearly indicate a position for or against the point at issue. Each question called for could have responses such as very important, important, not important. The answers could be weighted on a three point continuum, in this case, 3, 2, 1. The direction of the weighting is determined by the favorableness or unfavorableness of the question.<sup>20</sup> Example:

How important is it to you for S. to:

1. Be in the top half of his graduating class?

(3) Very important (2) Important (1) Not important

A total score for each student and the parents taking the test is arrived at by totaling the value of each item that is checked. Let us assume that we are trying to establish a numerical value for the indicator, (1) how emphatically the goals are impressed upon the child. Several attitude oriented questions will be constructed. The values of the questioned items for questions pertaining to this indicator will be totaled. For the final scale, the discriminative

value for each item is computed. This is accomplished by taking the difference between the average scores for each item when the total scores are arranged in quartiles. There are other types of attitude scales that we could utilize, such as L. L. Thurstone's technique of equal-appearing intervals, but the one chosen seemed to fit this design best. <sup>20</sup>

The more personal or intimate questions would be asked later in the interview after rapport had been established. Quite often, this aids in obtaining valid answers to these types of questions. The more factual and easier to answer questions would be asked in the beginning to gain the confidence of the respondent.

The data from the questionnaire will only be as reliable as the interviewers and their homogeneity. Assuming the money is available, experienced interviewers would be highly desirable and preferred. The significance of this aspect in a study based on questionnaire information can not be overlooked.

A structured questionnaire will be used to gather the bulk of our data. A structured questionnaire is one in which there are definite, concrete, and pre-ordained questions with additional questions limited to those being necessary to clarify inadequate answers or to elicit a more detailed response. <sup>20</sup> A combination of open and closed questions will be used. The questionnaire is standardized

in the sense that the questions are presented with exactly the same wording, and in the same order, to all respondents.<sup>18</sup> Both our questionnaires, the one for the parents and the one for the students, will follow this format. The majority of the questions will be indirect and have fixed-alternative (or closed) responses. The rest of the questions will be the open-ended type. The open-end questions will permit the subjects to express their feelings and attitudes in their own way, without the restrictions imposed by closed questions. Also included are direct fixed-alternative questions.

The direct fixed-alternative questions will be used when we wish to learn certain facts about our subjects. Some examples of these types of questions to the students are:

1. What job would you like to have in the future?
2. About how much money will you be making if you have this job? \$ \_\_\_\_\_
3. How often do you talk to your parents about your plans for the future?

Never \_\_\_ Once or Twice \_\_\_ Four or Five \_\_\_  
Many \_\_\_

This type of questioning will aid us in establishing social facts and objective facts about (in this case, the students) the subject being questioned. Once questions of this type are asked, the interviewer may go on to questions based on discovering the subject's beliefs towards these facts (social and objective).

The open-ended and the scaled fixed-alternative questions will be used to discover beliefs. Here, we will try to find out what our subjects believe about the indicators which we are delineating with questions. It is with these questions that we will try to gain subjective knowledge, as we are interested in our subject's relationships between social attitudes and objective reality. Information may also be provided about our subject's characteristics and his structure of beliefs. Examples of this type of questioning are:

1. How important is it for your son or daughter to attend college?  
(1) not at all (2) does not matter  
(3) important (4) very important  
(5) extremely important
2. What about the progress S. has been making in school during the last few years--how have you felt about it?  
(1) not pleased (2) somewhat pleased  
(3) pleased (4) extremely pleased
3. How important is it to you for your son or daughter to attend college?  
Why? (open-ended)

The above cited examples are not at all representational of the total questionnaire, nor its scope. They have been cited merely to demonstrate which types of questions will be used, and the nature of the data obtained from them.

The questionnaire is the fundamental unit for our data, therefore, it must be reliably constructed. The presentation of the questionnaire in this section is a

simplified one. Many scaling techniques would need to be used, as well as separately scoring the open-ended questions. Also, a detailed amount of statistical analysis is necessary to attain numerical values from the questionnaire for our indicators.

## Introduction to Student Questionnaire

This is the questionnaire that has been constructed for the students in our sample. We are interested in establishing indices for these indicators: how the student feels about his parents' goals; his desire to achieve those goals; if he has defined his own goals; how he values his own goals; what expectations the student has; how he feels about his expectations; if he is aware of his expectations; rejection of parents' goals; rejection of societal norms (i.e., smoking pot, conflicts with parents, extreme clothing styles, refusal to study, slovenly personal appearance, and inability to establish some long-range goal). Each indicator may be evaluated by one or several questions on the questionnaire. The exact quantitative method for statistical analysis to be used will be discussed in the final section of this paper.

Already mentioned is the fact that the questionnaire will be used in face-to-face interviews. The questions which contain many responses will be on cards which will be given to the respondent. The interviewer will not be allowed to answer any questions other than repeating the question and its answers. In this way, we are assured of an answer for each question.

STUDENT QUESTIONNAIRE

Respondent's Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Telephone \_\_\_\_\_

Sex ( M or F) \_\_\_\_\_

Age (14, 15, 16, 17, 18, 19) \_\_\_\_\_

Race (by observation) \_\_\_\_\_

Father's Occupation \_\_\_\_\_

Mother's Occupation \_\_\_\_\_

Parent's Combined Income \_\_\_\_\_

Respondent's Appearance  
(Neat, slovenly) \_\_\_\_\_

1. (a) What job would you like to have in the future?  
(Interviewer: Write down name of job and activity  
included with job.)



(b) About how much money will you be making if you have this job?

\$ \_\_\_\_\_ per week.

(c) Do you feel things might stand in your way of getting this job? If so, what might they be?

(d) Taking account the things that could stand in your way- what do you think your chances are of getting the job? (Read to respondent, circle one.)

Fair                      Good                      Poor                      Excellent

2. (a) Read the list or reasons 1-7 for choosing certain jobs. Check under the heading that best describes how important that reason would be to you in choosing a job. (Give card to respondent)

	<u>Very Important</u>	<u>Important</u>	<u>Unimportant</u>
1. Pays good money	_____	_____	_____
2. Enables me to utilize full use of my abilities	_____	_____	_____
3. Gives me a chance to work with other people	_____	_____	_____
4. Enables me to do creative and original things	_____	_____	_____
5. Gives me a chance to be helpful to others	_____	_____	_____
6. Is a steady job	_____	_____	_____
7. Earns respect from other people	_____	_____	_____

3. What do you really expect to do after you leave high school? Place a check mark after the heading which best describes when you plan to do it. (Give card to respondent)

	<u>Right Away</u>	<u>Later On</u>	<u>Not At All</u>
Get a job	_____	_____	_____
Go to business or trade school	_____	_____	_____
Go to college	_____	_____	_____
Go into the service	_____	_____	_____
Get married	_____	_____	_____

4. How often do you talk to your parents about your plans for the future? (Read to respondent and circle one.)

Never                      Once or Twice                      Four or Five                      Many

5. In the future how sure are you of :

- (a) Being a respected member of the community in which you live? (Circle one.)

Not Too Sure                      Pretty Sure                      Sure

- (b) Being a leader in church groups, clubs, or other organizations?

Not Too Sure                      Pretty Sure                      Sure

- (c) Doing better in life than your parents did?

Not Too Sure                      Pretty Sure                      Sure

6. Circle the D (for dislike) or the L (for like) before each job. (For boys; give card to respondent and circle.)

L            D            1. Auto Mechanic

L            D            2. Bankteller

L            D            3. Bricklayer

- |   |   |                           |
|---|---|---------------------------|
| L | D | 4. Construction Laborer   |
| L | D | 5. Cook in Restaurant     |
| L | D | 6. Doctor                 |
| L | D | 7. Engineer               |
| L | D | 8. Farm Owner             |
| L | D | 9. Farm Hand              |
| L | D | 10. Miner                 |
| L | D | 11. Own your own Business |
| L | D | 12. Ranch Owner           |
| L | D | 13. Ranch Hand            |
| L | D | 14. Salesman              |
| L | D | 15. School Teacher        |
| L | D | 16. Supervisor or Foreman |
| L | D | 17. Truck Driver          |
| L | D | 18. Welder                |

7. Circle the D (for dislike) and the L (for like) before each job. (For girls; give card to respondent and circle.)

- |   |   |                             |
|---|---|-----------------------------|
| L | D | 1. Airline Stewardess       |
| L | D | 2. Bankteller               |
| L | D | 3. Beauty Operator          |
| L | D | 4. Cook in Restaurant       |
| L | D | 5. Dishwasher in Restaurant |
| L | D | 6. Doctor                   |
| L | D | 7. Housewife                |
| L | D | 8. Housekeeper              |

- |   |   |                           |
|---|---|---------------------------|
| L | D | 9. Maid in Hotel          |
| L | D | 10. Movie Actress         |
| L | D | 11. Nurse                 |
| L | D | 12. Own your own Business |
| L | D | 13. Salesgirl             |
| L | D | 14. School Teacher        |
| L | D | 15. Secretary             |
| L | D | 16. Telephone Operator    |
| L | D | 17. WACS, WAVES, or WAF   |
| L | D | 18. Waitress              |

8. Your science class has won a prize for the best project. The teacher offers to take the class on an excursion to a nearby place for a half-day or a week from now on a full-day's trip to a more distant place. Which trip would you choose? (Circle one.) (Read to respondent.)

(a) Half-day trip (to a nearby place) today.

(b) Full-day trip (to a distant place) a week from now.

9. One summer a high school student got a good job. The boss said he could keep it in the fall part-time if the student stuck with it and did the work well. A chance came up to take a two week trip to a shore resort. The student thought about it awhile and decided: (Circle one.) (Read to respondent.)

(a) To skip the trip in order to keep the job.

(b) To take the trip and try to get another job afterward.

10. In this section we want to know what you would expect to happen, not what you would like to happen. Please be realistic. (Give card to respondent and check appropriate column.)

Sure it will  
not happenEven  
ChanceSure it  
will happen

- |     |  |       |       |       |
|-----|--|-------|-------|-------|
| 1.  | To be in the top-half of the class at graduation.            | _____ | _____ | _____ |
| 2.  | To be able to get my ideas across in class.                  | _____ | _____ | _____ |
| 3.  | To get on the honor roll during the year.                    | _____ | _____ | _____ |
| 4.  | To understand new material quickly in class.                 | _____ | _____ | _____ |
| 5.  | To be well-prepared for class discussion.                    | _____ | _____ | _____ |
| 6.  | To win a scholarship to some college.                        | _____ | _____ | _____ |
| 7.  | To get at least a B average this year.                       | _____ | _____ | _____ |
| 8.  | To have good enough grades to go on to college if I want to. | _____ | _____ | _____ |
| 9.  | To be encouraged by my teachers to go on to college.         | _____ | _____ | _____ |
| 10. | To do well in math and science courses.                      | _____ | _____ | _____ |
| 11. | To come out near the top of the class.                       | _____ | _____ | _____ |

11. Which of the following restraints imposed by your parents can you accept easily; which do you accept reluctantly; and which do you reject outright? (Give card to respondent and check appropriate category.)

Accept  
EasilyAccept  
ReluctantlyReject  
Outright

- |     |  |       |       |       |
|-----|--|-------|-------|-------|
| (a) | Abiding by laws you do not agree with.                   | _____ | _____ | _____ |
| (b) | Conforming in matters of clothing and personal grooming. | _____ | _____ | _____ |

- |  |       |       |       |
|--|-------|-------|-------|
| (c) The prohibition against pot.                                   | _____ | _____ | _____ |
| (d) The prohibition against LSD.                                   | _____ | _____ | _____ |
| (e) The prohibition against other drugs.                           | _____ | _____ | _____ |
| (f) Outward conformity for the sake of career advancement.         | _____ | _____ | _____ |
| (g) The power and authority of the police.                         | _____ | _____ | _____ |
| (h) The power and authority of the 'boss' in a work situation.     | _____ | _____ | _____ |
| (i) Having little decision-making power in the home and in school. | _____ | _____ | _____ |
| (j) Being treated impersonally at school.                          | _____ | _____ | _____ |
| (k) Accepting the authority of the school administration.          | _____ | _____ | _____ |
| (l) To study hard.   | _____ | _____ | _____ |

12. If you continue to feel at odds with your parents, which of the following, realistically speaking, are you most likely to do? (Give card to respondent.)

- |  |       |
|--|-------|
| (a) Change your point of view.   | _____ |
| (b) Outwardly accept what your parents want for you, but retain your own values. | _____ |
| (c) Reject your parents, and stay with friends who share your values and goals.  | _____ |
| (d) Withdraw from your parents.  | _____ |
| (e) Try to make them understand your point of view.                              | _____ |

13. Which one of the following best describes your present relationship with your parents? (Read to respondent.)
- A. I get along fine with them and enjoy their company. \_\_\_\_\_
- B. I am fond of them, but have trouble communicating with them. \_\_\_\_\_
- C. I do not enjoy spending time with my parents. \_\_\_\_\_
14. Which one of the following best fits your impressions of your parents' social values? (Read to respondent.)
- A. They have strong moral principles and they live by them. \_\_\_\_\_
- B. They have strong moral principles but they do not always act on them. \_\_\_\_\_
- C. They usually act out of expediency rather than out of any moral principles. \_\_\_\_\_
15. In your view, what has your parents' way of life brought them? For example, has it brought them personal fulfillment, material comfort, both, or not much of either? (Read to respondent.)
- Personal Fulfillment \_\_\_\_\_
- Material Comfort \_\_\_\_\_
- Both \_\_\_\_\_
- Neither \_\_\_\_\_
- 16.a. Would you say that, in general, you want the same things for yourself as your parents wanted when they were your own age, or do you want some thing different? (Read to respondent.)
- Same \_\_\_\_\_
- Different \_\_\_\_\_
- 16.b. If different: In what way to you want something different?

17. Answer these questions as to how wrong you feel they are.  
(Give card to respondent and check appropriate column.)

	<u>Not Wrong</u>	<u>Somewhat Wrong</u>	<u>Wrong</u>	<u>Very Wrong</u>
1. To smoke pot.	_____	_____	_____	_____
2. To take things that do not belong to you.	_____	_____	_____	_____
3. To get into trouble with the law.	_____	_____	_____	_____
4. To swear or curse.	_____	_____	_____	_____
5. To cut-up in the classroom.	_____	_____	_____	_____
6. To copy other kids' homework.	_____	_____	_____	_____
7. To cheat on tests.	_____	_____	_____	_____
8. To lie to a teacher.	_____	_____	_____	_____
9. To ditch school.	_____	_____	_____	_____
10. To go to a movie the night before a test.	_____	_____	_____	_____
11. To disobey your parents.	_____	_____	_____	_____
12. To go on beer parties.	_____	_____	_____	_____



## Introduction to Parents' Questionnaire

This questionnaire has been constructed for the parents of the students selected in our sample. The indices for these indicators are the goals established by parents for the child, number of times parent reminds child of goals established, how emphatically the goals are impressed upon the child, forcing the child to study, forcing the child to do the right thing, reaction of the parents if the child does not accept these goals, and reaction of the parents when the child does not strive for these goals, will be established from the questionnaire. In the questionnaire we have tried to cover the frame of each indicator. The quantitative analysis for the parent questionnaire will be the same as the student questionnaire.

More open ended questions are used in the parent questionnaire than in the student questionnaire. The reason is to obtain more complex and abstracted indicators of feelings and emotions. Particularly with this questionnaire, it would be beneficial to obtain interviewers who are proficient in shorthand.

The format and handling of this questionnaire will be exactly the same as previously described in the Student Questionnaire section.

PARENT QUESTIONNAIRE

Student's Name

\_\_\_\_\_

Respondent

\_\_\_\_\_

Age

\_\_\_\_\_

Sex (M or F)

\_\_\_\_\_

Relationship to Student

\_\_\_\_\_

Marital Status (married, divorced,  
widow(er) )

\_\_\_\_\_

Name of Spouse

\_\_\_\_\_

Race (by observation)

\_\_\_\_\_

1. What about the progress S. has been making in school during the last few years--how have you felt about it? (Read to respondent and circle one.)

Not Pleased      Somewhat Pleased      Pleased      Extremely Pleased

2. How far would you like him to go with his schooling? (Read to respondent and circle one.)

High School      Trade School      Business School

College      Other \_\_\_\_\_

3. How does your spouse feel about how S. is doing in school? (Read to respondent and circle one.)

Not Pleased      Somewhat Pleased      Pleased      Extremely Pleased

4. How far would your spouse like him to go with his schooling?  
(Read to respondent and circle one.)

High School      Trade School      Business School      College

Other \_\_\_\_\_

5. What do you see as standing in the way of S. getting as much schooling as you would like him to have? (Read to respondent.)

6. How much schooling does S. himself want to get? (Read to respondent and circle one.)

High School      Trade School      Business School      College

Other \_\_\_\_\_

7. Think ahead ten years from now; what kind of life would S. be leading for you to feel that he has made a success of himself? (Read to respondent.)

8. How often have you talked with S. about his plans for the future? (Read to respondent and circle one.)

Many Times      Four or Five Times      Once or Twice      Never

9. When you talk about the future what kind of things do you talk about? (Read to respondent)
10. Some parents tell their children that the future is too hard to plan for and it is better to get what you can out of life in the present. How do you feel about this? (Read to respondent)
11. Some parents tell their children that the only way to get what you really want in life is to try and work out the future in advance. How do you feel about this? (Read to respondent)
12. When you think about other families and their children in this country, would you say your children have just as good a chance, less chance, better chance, (Read to respondent and circle one.)

Just as good a chance    Less chance    Better chance  
to get what they want out of life?

13. What kind of job would you like to see him (her) secure after he finishes his schooling? (Give respondent card and check appropriate column.)

<u>Him</u>	<u>Spouse 1</u>	<u>Spouse 2</u>	<u>Her</u>	<u>Spouse 1</u>	<u>Spouse 2</u>
Auto Mechanic	_____	_____	Airline Stewardess	_____	_____
Bankteller	_____	_____	Bankteller	_____	_____
Bricklayer	_____	_____	Beauty operator	_____	_____
Construction laborer	_____	_____	Cook	_____	_____
Cook	_____	_____	Dishwasher	_____	_____
Doctor	_____	_____	Doctor	_____	_____
Engineer	_____	_____	Housewife	_____	_____
Farm Owner	_____	_____	Housekeeper	_____	_____
Salesman	_____	_____	Maid	_____	_____
School Teacher	_____	_____	Movie Actress	_____	_____
Foreman	_____	_____	Nurse	_____	_____
Truck Driver	_____	_____	Salesgirl	_____	_____
Other _____			Secretary	_____	_____
			Other _____		

14. What kind of job do you really expect S. will have when he is 25 or so--not what you would like, but what you really expect? (Read to respondent.)

15. What are the activities for which parents have to punish their children? (Read to respondent.)

15. (a) What was the most recent activity S. did for which you punished him? How did you punish him? (Read to respondent.)
- (b) If you are not pleased with S.'s school work do you punish him? If so, how do you punish him? (Read to respondent.)
- (c) What other activities does S. engage in for which you have to punish him? How do you punish him? (Read to respondent.)
16. At the present, what kinds of rules do you set for him concerning what he is not supposed to do? (Give card and record answers.)
- (a) Time for being in at night.

(b) Time spent on homework.

(c) Driving a car.

(d) Amount of dating.

(e) Time spent watching television.

(f) Against going around with certain boys or girls.

17. Does S. seem to accept these rules or does he seem to resent any of them? Does he try to get around them in any way? (Read to respondent.)

18. In this section we would like to know how you feel S.'s chances are for each statement. (Give card to respondent and check appropriate column.)

	Sure it will not happen to S.	Even chance for S.	Sure it will happen to S.
1. To be in the top half of the class at graduation.	_____	_____	_____
2. To be able to get on the honor roll during the year.	_____	_____	_____

- |    |   |       |       |       |
|----|---|-------|-------|-------|
| 3. | To win a scholarship to some college.           | _____ | _____ | _____ |
| 4. | To get at least a B average this year.          | _____ | _____ | _____ |
| 5. | To have good enough grades to go on to college. | _____ | _____ | _____ |
| 6. | To do well in math and science courses.         | _____ | _____ | _____ |
| 7. | To come out near the top of the class.          | _____ | _____ | _____ |

19. How important is it to you for S. to :  
(Give card to respondent and check appropriate column.)

- |    | <u>Very</u><br><u>Important</u>              | <u>Important</u> | <u>Not</u><br><u>Important</u> |       |
|----|--|------------------|--------------------------------|-------|
| 1. | Be in the top half of his graduating class.  | _____            | _____                          | _____ |
| 2. | Be on the honor roll during the year.        | _____            | _____                          | _____ |
| 3. | Win a scholarship to some college.           | _____            | _____                          | _____ |
| 4. | Get at least a B average this year.          | _____            | _____                          | _____ |
| 5. | Have good enough grades to go on to college. | _____            | _____                          | _____ |
| 6. | Do well in math and science courses.         | _____            | _____                          | _____ |
| 7. | Come out near the top of the class.          | _____            | _____                          | _____ |

20. Which one of the following best describes your present relationship with S.? (Read to respondent.)



- A. Enjoy being with S. and get along fine. \_\_\_\_\_
- B. Fond of S. but we have trouble communicating with him (her). \_\_\_\_\_
- C. Our relationship is strained and there is conflict. \_\_\_\_\_

21. Would you say that, in general, you want the same things for S. as you have had yourself or do you want something different for S.? (Read to respondent.)

Same \_\_\_\_\_

Different \_\_\_\_\_

22. If different (#21), in what way do you want something different for S.? (Read to respondent.)

23. Does it upset you when S. wants different things from life than what you want for him? (Read to respondent.)

Yes \_\_\_\_\_

No \_\_\_\_\_

24. If yes (#23), how much does this upset you? (Read to respondent and circle one.)

Not at all      A little      Quite a bit.      Very much.

25. In what ways would you like S. to change? (Read to respondent.)

## Quantitative Analysis of Data

It is first necessary to diagrammatically map the relationships between the variables, the indicators, and the questions to the indicators. In this manner, it will be possible to clearly establish how the variables are related, the indicators that are indicating a variable, and the questions which delineate each indicator. The statistical data will be more meaningful when it is related to the diagram and vice-versa.

The variables and indicators will be labeled as such in the diagram. The numbers under each indicator will represent the number of the question in the questionnaire that delineates that indicator. The questionnaire being referred to by the numbers will be (\*) for the Parents' Questionnaire and a (+) for the Student Questionnaire.

Variable - Parental Pressure

- Indicators - (1) Number of times parent reminds child of goals established.  
 Question # 6, 8, 13, 14 \*
- (2) How emphatically the goals are impressed upon the child.  
 7, 9, 18, 20
- (3) Forcing the child to study.  
 16, 25, 5
- (4) Forcing the child to do the right thing (in the parents' mind).  
 2, 4, 19, 20, 21, 22
- (5) Reaction of parents if the child does not accept their goals.  
 1, 3, 15, 23, 24
- (6) Reaction of parents when the child does not strive for these goals.  
 2, 4, 17, 23, 24
- (7) The goals established by parents for child.  
 10, 11, 12, 14

\*All questions from Parents' Questionnaire.

Variable - Personal Disjunction

- Indicators - (1) How the student feels about his parents' goals.  
Question # 4, 11 (B,I), 12, 13, 14, 16(a) +
- (2) His desire to achieve those goals.  
1(c), 1(d), 12, 13, 15, 16(b)
- (3) If he has defined his own goals.  
1(a)(b), 6, 7
- (4) How he values his own goals.  
1(c), 1(d), 2, 6, 7
- (5) What expectations the student has.  
3, 10
- (6) How he feels about his expectations.  
5, 10
- (7) If he is aware of his potential expectations indicated by school information (grades, I. Q. and achievement test scores).

+ All questions from Student Questionnaire.

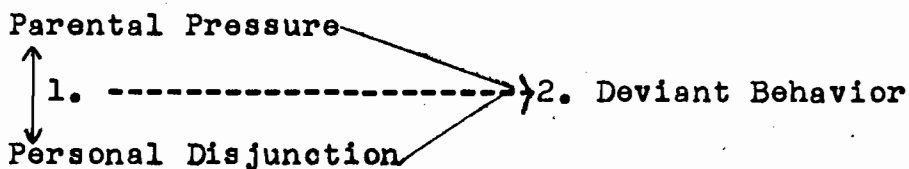
Variable - Deviant Behavior

- |                                   |   |
|-----------------------------------|---|
| <u>Indicators -</u><br>Question # | (1) Rejection of parental goals.<br>4, 15, 16 +                           |
|                                   | (2) Drug use (smoking pot).<br>11(c, d, e), 16(1, 12)                     |
|                                   | (3) Conflicts with parents.<br>11, 12(c, d), 13, 16(11)                   |
|                                   | (4) Extreme clothing styles.<br>11(f)                                     |
|                                   | (5) Refusal to study.<br>11(1), 16(5, 6, 7, 8, 10)                        |
|                                   | (6) Slovenly appearance marked by<br>interviewer.                         |
|                                   | (7) Refusal to establish some long range<br>goal.<br>3, 8, 9, 16(7, 5, 3) |

+ All questions from the Student Questionnaire.

Before discussing the statistic evaluations further, it is necessary to more fully describe our indexing methods. Both simple and composite indices are utilized in our quantitative analysis. A simple index is a set of measures of a single measurable characteristic, which is used as an indirect measure of another not directly measurable characteristic; a composite index is a set of measures, each of which is formed by combining simple indices.<sup>23</sup> Example: the combination of questions indicating student expectations would be a simple index. However, the combination of student expectations with the other indicators indicating the variable Personal Disjunction, would be an example of a composite index. After compiling the characteristics of each index, an index number is assigned. This is the empirical value that we are interested in.

This next diagram will depict the relationship between the variables. We expect to find a correlative relationship between Parental Pressure and Personal Disjunction. If this relationship is established, then we hope to correlate this relationship to the variable Deviant Behavior. Schematically, the relationships would be pictured:



It is necessary for the questions to be evaluated in terms of the indicators to which they apply. Certain questions may apply to more than one indicator. For the open-ended questions, categories for analysis must be constructed. The interviewers would then be able to assign a score for each question of this type. The responses to the open-ended questions would fit into one of the categories and be numerically valued.<sup>19</sup> The fixed alternative questions will have numerical scores assigned to its responses.

The attributes of each question will be treated dichotomously. If the response to the question is a trait relating to the design and indicators, it would be scored plus (+). If the response to the question is a trait not relating to the design and indicators, it would be scored minus (-). Therefore, a response pattern for each indicator of plus and minus signs will become evident.<sup>24</sup> An empirical value for each indicator can now be assigned. Values will be assigned to each indicator according to its total score of pluses or minuses. Since each indicator does not have an equal number of questions representing it, the scores will need to be based on a common scale. For example, the indicator established for the number of times the parent reminds his child of goals might have four questions predicting a possible score of  $\pm 4$ ; while the indicator, how



emphatically the goals are impressed upon the child, might have eight questions predicting a possible score of  $\pm 8$ . The scores therefore need to be in ratio with the highest possible score for any one question. This method will weigh each indicator on an equal basis.

The scores will be recorded in a table for easy access to the particular information needed. An example of such a table would be:



A table of this type will enable an inspection of the data and give access to such information as the total scores for each indicator, and the total score for each respondent pertaining to the variable Personal Disjunction. Tables of this format must be constructed for each variable, i.e. there will be three tables of this type, one for each variable. These tables will organize the data and depict the characteristics we are interested in for a series of units. <sup>23</sup>

The statistical device to be used for analysis of our data will be the coefficient of correlation (Pearson product-moment  $r$ ). This device is used for measuring relationships between two variables when both are continuous and the relationship is rectilinear. The coefficient of correlation is most reliable when it is based upon a large number of pairs of observations. It is a summarizing measure, that entotals in one coefficient a description of the existence, direction, and degree of association. <sup>23</sup>

The coefficient of correlation is defined by the devices, covariation and the geometric mean. The numerator of the coefficient of correlation is the deviation from  $\bar{x}$  and  $\bar{y}$  multiplied together and the products added; the result is symbolized as  $\Sigma xy$ , the covariation.<sup>25</sup> For example, indicators one (x) and two (y) of Table 1 are to be analyzed. First these scores would be placed in a Stage 1 table.

## Stage 1

Respondent	Indicator 1(X)	Indicator 2(Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
John Clarke	X <sub>1</sub>	Y <sub>1</sub>	X <sub>1</sub> X <sub>1</sub>	Y <sub>1</sub> Y <sub>1</sub>	X <sub>1</sub> Y <sub>1</sub>
William Evers	X <sub>2</sub>	Y <sub>2</sub>	X <sub>2</sub> X <sub>2</sub>	Y <sub>2</sub> Y <sub>2</sub>	X <sub>2</sub> Y <sub>2</sub>
.	.	.	.	.	.
.	.	.	.	.	.
.	.	.	.	.	.
.	.	.	.	.	.
N	X <sub>N</sub>	Y <sub>N</sub>	X <sub>N</sub> X <sub>N</sub>	Y <sub>N</sub> Y <sub>N</sub>	X <sub>N</sub> Y <sub>N</sub>
	ΣX	ΣY	ΣX <sup>2</sup>	ΣY <sup>2</sup>	ΣXY

22

The first column gives us the name of the respondent while the second and third columns give the scores for the indicators we are comparing. The other three columns are the square of x, the square of y and multiple of xy. To find our numerator, the covariation, the formula  $xy = XY - \frac{(\Sigma X)(\Sigma Y)}{N}$  will be used. These values can be taken directly from the table and substituted into the formula. The value of ΣXY can be taken directly from the table. The values ΣX and ΣY are multiplied and divided by N, the number of respondents. The value of  $\frac{(\Sigma X)(\Sigma Y)}{N}$  is subtracted from the value ΣXY and a new value is obtained. The value of Σxy has been computed.

Now in order to complete the formula, the size, along with the sign of the covariation is needed.

The covariation is now divided by a number which is influenced by the units used in exactly the same manner as the covariation. The number selected as a divisor must be equally affected by both the units of X and the units of Y. The geometric mean of the sums of squared deviations for X and Y is used,  $\sqrt{(\Sigma X^2)(\Sigma Y^2)}$ . By again utilizing the table and these formulas  $(\Sigma x^2 = \Sigma X^2 - \frac{(\Sigma X)^2}{N})$  and  $(\Sigma y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N})$ , our denominator can be obtained. The  $\Sigma x^2$  value can be directly taken from the table. Next, the value  $\Sigma X$  is squared and divided by N, the number of respondents. The  $\frac{(\Sigma X)^2}{N}$  value is subtracted from the  $\Sigma X^2$  value. This same process is carried out for the  $\Sigma y^2$ . The  $\Sigma x^2$  and the  $\Sigma y^2$  are multiplied together and the square root of this value is taken. Now we have established the denominator. The denominator  $\sqrt{\Sigma x^2 \Sigma y^2}$  is divided into the numerator  $\Sigma xy$  and the score of  $r_{xy}$  is obtained. <sup>25</sup>

The coefficient of correlation can be either negative or positive. The value of r ranges from -1, 0, +1. If r is -1, there is a perfect negative relationship between the two variables, but if r is +1, there is a perfect positive relationship between two variables. If there is

no prediction value, the score would be 0. Seldom, if ever, is a perfect correlation or absolutely no correlation obtained.

The use of the coefficient of correlation in this design will be varied. First, a correlational matrix will be run, comparing all the indicators within one variable.

Hypothetically, this would appear as follows:

Variable - Personal Disjunction

$r=(1)2$

$r=(1)3$

$r=(1)4$

$r=(1)5$

$r=(1)6$

$r=(1)7$

the next indicator would be run:

$r=(2)1$

$r=(2)3$

and so on. The numbers stand for coded indicators. In this manner, each and every indicator within each variable will be correlated. This will enable us to determine which of our indicators are valid and those which are stronger indicators. Those not pertinent to the variable or those that are weak, could be discarded. This process will aid the researcher in establishing valid indicators for his variables, and also more valid empirical scores for the variables.

This same process would be used for the variables defined. The expected findings are first, positive correlations between Parental Pressure and Personal Disjunction and second,

a positive correlation between these two variables and Deviant Behavior. When running these correlations as opposed to indicator correlations, we are interested in filling in the Stage 1 table with total index variable scores for each of the respondents\* That is to say, our variables will be labeled X and Y, and compared on that basis.

It is not sufficient to note that two variables are related to each other to infer cause.<sup>22</sup> But if there are the characteristic relationships between the variables, the hypothesis and assumptions will be supported. However, the coefficient of correlation matrix run on the variables might indicate that there is no relationship, or that only two of the variables are related. Hopefully, this will not be the case. If we are able to establish correlative relationships among the variables, the design will be successful.

\* Refer to Table 1.

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