Social Interaction Among Fifth Graders

Dawn Michelle Hinton
Western Michigan University

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SOCIAL INTERACTION AMONG FIFTH GRADERS

Dawn Michelle Hinton, M.A.
Western Michigan University, 1995

The purpose of this study was to examine the social isolation of black girls as compared to the social isolation experienced by black boys, white girls and white boys. One fifth grade classroom was chosen as the population of interest. There were twenty seven students in the classroom. Of those there are: six black females, nine white females, five black males and seven white males. Two methods were employed to collect and analyze the data for this investigation. The first method was sociometric surveys which were used to measure social isolation among those being studied. The second method utilized was non-participant observations which were used to assess the validity of the sociometric data.

Social isolation as measured sociometrically and behaviorally indicates the following: none of the six black females was identified as socially isolates; none of five black males was socially isolated; two of the nine white females were socially isolated; two of the seven white males were identified as social isolates.
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CHAPTER I

INTRODUCTION

Personal Statement

Born the youngest of four children in a midwestern factory town, with a majority black population, I could say that my life experience would be what I considered fair. Much of my life I have been surrounded by people who look like me, value the same things I do and live similarly. For twenty three years I worked, went to school, and lived in the same community in which I was born. It was the pursuit of graduate education that has brought me to this point in my career where I began to question how and where I fit.

Throughout my educational career I have been surrounded by people with whom I share the same culture, values and beliefs. The elementary school I attended was one hundred percent black, both middle school and high school were majority black. Although the undergraduate institution I attended was less than twenty percent black, there was still the strong community and family support. Kalama-zoo is the first time that I have been forced to deal with people who do not share the same values and culture and in many cases do not have my best interest in mind. It is
the first time that I have felt that I do not belong, that I am somehow not a part of the whole but on the outside looking in. It is a result of these feelings that gave rise to my interest in isolation and alienation.

Numerous questions went through my mind: Is this a result of being black or female, both? What are the educational experiences of other black females? Where does this isolation begin? Does race and gender factor into the amount of isolation experienced by children? Understanding the importance of school and the classroom in the lives of children, I became interested in the education of young black females. I wanted to examine the schooling of young black females in an effort to observe the time when isolation was manifest.

It was with these issues in mind that I began conducting research on the nature of social isolation and the experiences of young black females. After serious consideration, thought, and research, these questions were derived in an effort to gain an understanding of this topic: Are black females more socially isolated than black males? White females? White males? It is my hope that this investigation will shed a little light on the nature of isolation as it exist among black females.
Statement of the Problem

Alienation has been the result of major changes within American society. To the casual observer, young and adults alike are struggling to make sense of an unstable social system; a system complicated by classism, racism, ageism, sexism, and a host of other social problems. Young people in America are not immune from the overwhelming influences of these problems. Being a member of a minority group or a member of a particular sex, or both, create confusion for individuals in those categories. A similar argument is that they are the ones who are most likely experience the greatest amount of alienation in their lives.

I am interested in the experience of those who occupy three categories; young, black, and female, on a group of children in elementary school with respect to social isolation, an aspect of alienation outlined by Seeman (1959). More specifically, this investigation will attempt to answer a series of questions about the lack of interaction between the black female child and her classmates. These questions will be raised later in this chapter, but the influence of black feminist theory and other considerations will be discussed in this section.

Black feminist literature has suggested that black women are confronted by the woman question and a race problem (Cooper, 1892). Others suggest that not only are
gender and race important concepts but class is equally as important and should be considered (Brewer, 1993; hooks, 1981), there are still others who suggest that the struggle is also against heterosexual oppression (Combahee Collective, 1983). There is one thing that is agreed upon among black feminist and that is the multiplicity or simultaneity of oppression (Brewer, 1993, Combahee Collective, 1983; Hill-Collins, 1990; hooks, 1981). Black feminist theory suggest that race, gender, and class function together as oppressive forces, none can be separated from the other and none of which are, alone, primary.

Another common theme within the black feminist literature is the elimination of oppression on all levels, for all people. Within the U.S., black feminist do not seek liberation of women only, but liberation for all oppressed (Brewer, 1993; Combahee Collective, 1983; Hill-Collins, 1990).

Feminism is not simply a struggle to end male chauvinism or a movement to ensure that women will have equal rights with men; it is a commitment to reorganizing U.S. society so that the self-development of people can take precedence over imperialism, economic expansion, and material desires (hooks, 1981, p. 194).

Young black females encounter these same issues of race, gender, and class. It is important that the perspective of young black females be presented, that they be given a voice. Hill-Collins (1986) notes the importance of
self definition and states that it "involves challenging the political knowledge-validation process that has resulted in externally-defined, stereotypical images of Afro-American womanhood" (p. 516) these stereotypic images serve to dehumanize and to control those they claim to represent.

Issues of isolation emerge when after reviewing the literature, one finds that little exists on the experiences of black females in classroom settings. Lawrence-Lightfoot (1976) notes that classroom studies provides an image of white boys, white girls, and black boys. She found that white boys are presented as dominant, aggressive, controlling, authoritative and assertative. White girls are likely to be described as obedient, helpful and likely to conform to classroom rules. Black boys are described as deviant, lazy, and prone to cause disruptions in the order of the classroom. There is one study that I am aware of that addresses the issues of black females in the classroom. This study was conducted by Grant (1980). The larger part of the literature on classroom interactions does not present information on the experiences of black females in the classroom, not even stereotypic images are presented. This lack of research on the experiences of black females implies that they have the same educational experiences as others in this setting.

There is general agreement in the literature that race
and sex role stereotypes which exist in society also exist within the school environment. (Grant, 1984; Lawrence-Lightfoot, 1976; Scott-Jones and Clark, 1986). The status of black females in the literature reflects their status in society, as well as in societal institutions, in the sense that "the school environment reflects the fact that the society values males over females and whites over nonwhites" (Scott-Jones & Clark, 1986, p. 523).

The racism and sexism that exist in society permeates all aspects of life, and because the school is a microcosm of society it would follow that the same racism and sexism that exist in society exist in schools. Teachers who seek to prepare children for integration into society will likely perpetuate the ongoing pattern of the authority and power of whites and males, while supporting the notion of subordination of minorities and females (Lawrence-Lightfoot, 1976).

Grant (1984) argues that public schools function as instruments of "intergenerational transmission of status arrangements" (p. 98). Children enter school settings with ascribed characteristics, some of which are directly associated with race and gender. She also suggests that the results of the school experience differs by race and gender and that few researchers examine social differentiation along race and gender lines as it occurs in the classroom.
In those cases where these effects are considered, black females have frequently received less attention than other groups. Lawrence-Lightfoot (1976) tells us that:

Young black girls face the discriminatory threat of racism, sexism, and childism. These oppressive and negative forces reflect our cultural obsessions and our cultural fears. They are institutionalized into our major social institutions and shape the dynamics of our interactions (p. 259).

Purpose of the Study

The identification of social isolates in the school setting has been well documented in the literature (Byrnes, 1984; Byrnes & Yamamoto, 1983; Rubin & Mills, 1988; Rudner, Markoff & Westwood, 1975). However, little research examining. Thus, the original interest for conducting this examines social isolation of black females in the school search.

The purpose of this study is to examine the social isolation of black girls as compared to social isolation as experienced by their classmates. Social isolation was measured by a series of observations of the students that occurred during work, recess and lunch periods. This allowed for observing the nature of the interaction among the students. Additionally, a sociometric survey was distributed which measured how the students ranked each other according to popularity and closeness of relationships.
Although the major focus is on black females, this study focused on all race and gender groups and thus compare black females' experiences with all children. The following research questions will be explored: (a) Are black females more socially isolated than black males?, (b) Are black females more socially isolated than white females?, (c) Are black females more socially isolated than white males?
CHAPTER II

THEORY AND RELATED LITERATURE

Alienation

Alienation has been defined as the feeling of disconnectedness or estrangement of the individual from social settings such that the individual views her/his relationship to the social context as no longer viable. Seeman (1959) discussed the concept of alienation, he identified the phenomena as a predisposition of the actor which is consistent with a social psychological perspective. He listed five basic ways in which alienation had been used in previous research. The five variations as identified by Seeman are: normlessness, meaninglessness, powerlessness, isolation, and self estrangement. Of particular interest to this study is isolation and how it reflects the broader, more general concept of alienation. It is noted that each variation refers to a different subjectively felt emotional state of the individual, caused by different environmental conditions. The failure of an individual to obtain membership or to fulfill the need to belong to a group is critical in the individual’s perception of social isolation. Kanungo (1979) notes that the detachment that one feels from others results in the sense of social iso-
Social isolation, as outlined by Seeman (1959), has roots in Durkheim's concept of anomie which involves a breakdown in the cultural structure, that occurs when inconsistencies exist between the cultural goals and the ability of members of the group to attain these goals. There is a distinction made between anomie and anomia. Anomie deals with the social structure and anomia involves the state of mind of the individual within those structures. Isolation is a result of how the individual perceives and responds to the conditions within their social environment.

Isolation is seen as an adaptation that individuals may make to the situation in which goals and means are not well coordinated. It can be seen as the result of how the individual perceives the conditions of their social environment and as a response to an anomic situation. Isolation may occur in the form of innovation or rebellion (Seeman 1959); innovation involves the attempt to achieve the goals of a society through a culturally disapproved method; and rebellion facilitates the conception of the creation of a new and greatly modified, social structure.

The school, as a part of the social structure, has been identified as a major cause of adolescent alienation (Calabrese, 1987). Normally, adolescents learn to accept responsibility in relationships with family and in the
school. As a result of their ability to establish relationships, they develop either a sense of belonging or of isolation.

Social Isolation

Children form opinions about themselves based on how they are perceived by others. When the perceptions of others are negative or non-existent, as in the case of social isolates, the self concept can be adversely affected. According to Rudner, Markoff and Westwood (1975) social isolation can negatively effect the ability to learn in a school setting as well as the attitude and personality of the student.

Within most school settings, some children are frequently chosen by others as playmates, while others tend to have only a few "well-tried" friends (Byrnes & Yamamoto 1983). There are those who annoy the majority of their peers and are actively rejected by their peers, and still others who are neither accepted nor rejected—instead, they are, for some reason simply overlooked (Byrnes & Yamamoto, 1983). These two groups of children, that is, those who annoy their peers and who are actively rejected; and those who are overlooked, are referred to as social isolates in the literature (Byrnes & Yamamoto, 1983; Rubin & Mills, 1988; Rudner, Markoff & Westwood 1975).

Those who are rejected are characterized by immature
and rambunctious behavior (Rubin & Mills, 1988). These children are also described as aggressive, disruptive, bothersome, and defiant (Byrnes & Yamamoto, 1983). The second group of children, namely those who are overlooked or ignored, is neither accepted nor rejected; these children don’t draw attention to themselves from either their peers or teachers (Byrnes & Yamamoto; 1983). "Passive Isolation", the term used by Rubin and Mills (1988) to describe the second group of children, "usually involves quiet, constructive, or exploratory and, often, sedentary behavior" (p. 917).

Dinkmeyer and Caldwell (1970) note that the self concept develops out of new relationships, those with adults as well as peers. This includes encounters with children not typically met in the home and neighborhood environment. These confrontations have an affect on the child’s opinion of herself/himself and her/his world. "The classroom group and the school setting play a significant role in determination of the child’s opinion of himself and of his characteristic approach to the tasks of life" (Dinkmeyer & Caldwell, 1970, p. 24). According to Rubin & Mills (1988), peers serve as effective models and reinforcers of socially appropriate behavior. Conversely, poor peer relations may serve both as a reflection of adjustment problems and as a contributor of later difficulties.
Early Peer Relationships and Later Life Adjustments

A child's peer difficulties are often thought of as predictors of later psychological maladjustment (Hymel, et al., 1990; Parker & Asher, 1987; Rubin & Mills, 1988). Reviews of research linking early peer disturbances with later psychological outcomes have consistently reported that social isolation in the form of rejection by peers is predictive of abnormal socio-emotional outcomes in adolescence, such as dropping out of school, poor mental health, and antisocial behavior (Hymel, et al., 1990; Parker & Asher, 1987; Rubin & Mills, 1988). Antisocial behavior is defined by Kohlberg et al. (1972) as behavior which is "opposed to social order, or to the principles on which society is constituted" (p. 1249).

Longitudinal research suggests that antisocial behavior is the single most powerful predictor of later adjustment problems of any childhood behavior studied (Asher, 1990). However, antisocial behavior that is severe or occurs on a regular basis in children is a condition that is necessary but not sufficient for predicting antisocial behavior or other difficulties in adults (Kohlberg et al., 1972). Whether peer relations determine or simply measure change in child development, these children are likely to be at risk for some form of psychological difficulty (Rubin & Mills, 1988). Although antisocial behavior in childhood
can be a contributor to a child's propensity to become antisocial as an adult, there are "well" adjusted adults who were antisocial as children.

The two major forms of peer disturbance, aggression and social or passive isolation, differ as risk factors (Rubin & Mills, 1988) and in their stability from middle to late childhood (Asher, 1990; Kohlberg, et al., 1972). Passive isolation as described by Rubin and Mills (1988) usually involves quiet, productive, or exploratory behavior. In early childhood this behavior can be characteristic of a child's interest in understanding, or mastering skills. Rubin and Mills (1988) note that because elementary school children spend most of their time in non-social activities, namely schoolwork, children should welcome opportunities to play with others. Thus, "a child who is provided with the opportunity to engage in free play but continues to play alone, . . . might be maladjusted" (Rubin & Mills, 1988, p. 917). This behavior, in early childhood, may contribute to maladjustment in adulthood, and is associated with internalizing difficulties, defined as fearfulness, anxiety, and social withdrawal. With increasing age this type of behavior is more noticeable and disliked among peers (Kohlberg et al., 1972)

Active isolation or aggression, "may reflect immaturity and a disposition toward aggression especially in the early and midyears of childhood" (Kohlberg et al., 1972).
This is supported in the literature on peer rejection which suggest that the status of those students who are actively rejected is more stable, over time and situation, than the status of those students who are neglected (Asher, 1990; Rubin, Hymel, Lemare & Rowden, 1989). In a longitudinal study of second and fifth graders Hymel, Rubin, Rowden, and LeMare (1990), found that those children who had difficulty relating to and communicating with others in the second grade had these same problems three years later, and that those students who are socially withdrawn have low measures of social acceptance in both second and fifth grades. It was also noted that low peer popularity in the second grade is predictive of subsequent externalizing outcomes, such as aggression, hostility and acting out behavior in the fifth grade (Hymel et al., 1990).

Peer Relations

Peer relationships are not a luxury, these interactions are essential in the social development of children. (Parker & Asher, 1987). Friends are valuable sources of support and entertainment; they share advice, secrets and serve as trusted confidants and critics (Asher, 1990). With the increasing number of single parent families, children enter into peer groups at an earlier age. They become involved with extracurricular activities after
school. This allows children to spend considerable time with other children who are similar in age; this continues throughout childhood and adolescence. As a result of the increasing amount of time that children spend with same age peers, the effect that peers have on each other also increases. For those children who are not accepted by their peers within the school setting the nature of peer contact can prove to be detrimental to the development of that student, thereby causing that student to become vulnerable to later life problems (Parker & Asher, 1987).

Same Race/Cross Race Interactions

Race and sex prejudices are prevalent in the society. In combination with the difference in the socializing patterns of black and white students the interaction patterns of black and white students can affect the patterns of interaction among students. In a study of four racially mixed eighth grade classrooms, Francis and Schofield (1980) found that 72% of the recorded peer interactions occurred between same race students, these results are larger than the expected interactions if the students were chosen without regard to race. This finding is common among the peer interaction literature (Sagar, Schofield & Snyder, 1983; Schofield & Sagar, 1977; Singleton & Asher, 1977). These findings are not the result of students attempting to preserve old relationships instead this has been attributed
to "the combined impact of racial stereotypes, societal norms, and differences between black and white children in interaction style" (Sagar, et al., 1983, p. 1038).

Gender and Race Interactions

Not only are the experiences of black females different from those of their peers (Grant, 1980), black girls have a more difficult time adjusting to a desegregated situation than their peers (Schofield & Sagar, 1977; St. John & Lewis, 1975). It is suggested that they receive less teacher and peer attention, have less social power (Grant, 1980) and they have lower self estimations of academic skills than did black males (Hare, 1978).

Although boys show little racial-in-group preference, the girls show a strong preference to interact with others of their own race (Francis & Schofield, 1980; Singleton & Asher, 1977). This is consistent with the data suggesting that girls tend to interact in smaller groups than boys, thus making girls less likely than boys to seek out new friends of the other race (Francis & Schofield, 1980; Sagar, Schofield & Snyder, 1983). For example, in a study of six sixth-grade classes it was determined that racial-in-grouping, the voluntary grouping of students according to race, was more pronounced among females than males and that almost ninety percent of their recorded peer interactions occurred between same sex pairs (Sagar, Schofield
& Snyder, 1983). This was also noted by Francis and Schofield (1980), in their study of eighth graders, that peer interactions were predominantly in-group, with almost two-thirds of all coded interactions occurring between same sex and race peers. Only five percent of the interaction that occurred was interracial interaction and the majority of this interaction was initiated by blacks.

In their study of peer status and cleavage in 36 interracial sixth grade classrooms, St. John and Lewis (1975) indicated that all sex-race groups not only gave the highest sociometric rating to their own sex and race, but also rated classmates of their own sex but the other race far above those of their own race and the other sex. They note that whites gave highest scores to blacks who were males and that cross-racial popularity was higher for black boys and white girls.

As an explanation of the previously mentioned interaction patterns of males and females, it has been suggested that the sex roles that males play traditionally stressed physical competition and skill. An emphasis on physical competition would lead to intergroup contact since to establish a really meaningful position of dominance one has to be superior to both in-group and out-group members. Female sex roles have traditionally stressed beauty and attractiveness to the opposite sex. Damico and Scott (1985) note that for many reasons black females and white
males are not attracted to each other, whereas some white females and black males become couples. As a result there exist an adversarial relationship between black and white females. Thus, both black and white girls may be more interested in attracting boys than in activities which would lead to their interacting with out-group girls (Damico & Scott, 1985; Schofield & Sagar, 1977). It is also noted that white and black females tend to misunderstand the friendship approaches of other race females. This leads to a decrease in interaction between them. (Damico & Scott, 1985)

There is a plethora of research focusing on the issues of blacks and the issues of young women, separately. We can no longer address the issues of young black females by the juxtaposition of this research. Black females as a group deal with issues of youth, race, and gender, these issues are not being discussed in the literature. Even when the combined effects of race and gender on schooling have been explored, black females have often received less attention than other groups (Grant, 1984). In summary, because the researcher was unable to find any empirical research which specifically studied young black females and their experiences in the classroom, I am interested in testing the following null hypothesis as derived from the research questions: (a) there will be no difference in the social isolation as experienced by black females and black
males, (b) there will be no difference in the social isolation as experienced by black females and white females, (c) there will be no difference in the social isolation as experienced by black females and white males.
CHAPTER III

METHOD

The purpose of this study was to examine the social isolation of black girls as compared to the social isolation experienced by black boys, white girls and white boys. Discussion in this chapter will be divided into seven major areas: (1) type of design, (2) instrumentation, (3) reliability and validity, (4) operationalization of variables, (5) data collection procedure, (6) description of setting, and (7) data analysis.

Type of Design

Two methods were employed to collect and analyze the data for this investigation. The first method was sociometric surveys which were used to measure social isolation among those being studied. The second method utilized was unobtrusive or nonparticipant observations which were used to assess the validity of the sociometric data.

Sociometric Survey

According to Evans (1962) the sociometric test "is designed to give an objective picture of the relationships existing between the members of any group of people" (p. 12). This method allows the researcher to determine an
individual's willingness to interact with certain other individuals. By averaging the number of votes an individual receives from the members of the group, the researcher can distinguish the "over chosen" and the "under chosen" from the more normally selected individuals. (Bjerstedt, 1956)

The procedure used most often when administering a sociometric test is to ask each person with whom she/he would like to interact for a particular activity and also with whom she/he would not like to interact for a given activity (Evans, 1962). Asher (1990) notes that "sociometric measures offer researchers reliable methods for identifying rejected children" (p. 6). Of those measures, using a Likert scale in terms of how much they like to play with and work with their classmates is one of the suggestions given by Asher (1990) as a method of identifying these children.

Research on issues of race and the interactions among peers has been explored through the use of the sociometric ratings technique. Singleton and Asher (1977) studied third grade classrooms and assessed the social interaction among black and white children. Their study was used as a model for the study conducted here. The methods they used were a roster-and-rating sociometric technique and classroom behavioral observation.
Disadvantages of Sociometric Survey

Though sociometric techniques have been used to measure changes in intergroup behavior associated with interracial schooling (Sagar & Schofield, 1977; Singleton & Asher, 1977), there are some limitations in this technique. Sociometric tests are limited in the kinds of information they can provide, depending on the criteria used. The choices given on sociometric surveys should be based on a measure which reflects an actual situation in which the students actually participate. Secondly, there are limitations in the construction and administration of the test. Gronlund (1959) notes that these are limitations that can be corrected through understanding sociometric procedures.

Advantages of Sociometric Survey

Although the sociometric design has methodological limitations, there are several advantages to its use that tend to outweigh the disadvantages, specifically: "Rating scales provide an indication of a child’s attitude toward every other child" (Parker & Asher, 1990, p 359). Sagar, Schofield and Snyder (1983) note that private sociometric choices are more responsive to any imbalance in the desire to interact with out-group members that exists between different race/sex groups. Gronlund (1959) states:

A study of the internal structure of the group will provide hunches concerning the pattern of
classroom interaction, the emotional climate of the group and the problems of learning and adjustment of individual pupils (p. 12).

Nonparticipant Observation

Nonparticipant observation involves studying how a group functions without hiding one’s identity. This type of observation is often used to study behavior in public places or semi public places (Hunt, 1985). The group is told of the researcher’s observational interest and access is requested on this basis (Forcese and Richer, 1973). Unobtrusive or nonparticipant observation is often used in situations where the researcher’s interacting with the people being observed would disrupt their normal patterns of behavior (Hunt, 1985).

In order to gain access to the setting, it is recommended that a general description of the study be given. Once it is agreed that the research can be conducted, the researcher will enter the setting as a researcher. In this way the probability of maintaining a holistic perspective and collecting reliable data is increased.

The problem still remaining is that the group knows that it is being observed. There are two strategies associated with limiting this effect, first it is recommended that the researcher describe the study in terms as general as possible. This way those being observed are not sure of the researcher’s interest and cannot react to it. Secondly
it is suggested that the researcher maintain a low-profile in their efforts to record relevant data.

Instrumentation

For the sociometric portion of the study, two 5-point rating scales were used (Appendix A), which list the names of all the students in the classroom in alphabetical order. In reporting this data the names of the students have been replaced with fictitious names. The question "How much do you like to play with this person at school?" was typed on the scale. The question on the second scale was "How much do you like to work with this person at school?" When the sociometric survey was administered the children were given the following instructions:

I am interested in some information about you and your class. I would like to find out how well you know each other and I would like to know who you like to work with and who you like to play with. We won’t be doing this out loud in a group, but you’ll let me know your choices by marking them down on some papers I will give you. I won’t show anyone else in the class your answers. I will be the only one to see them. I want you to treat this survey like a test and do not look at your neighbors paper and don’t show your paper to your neighbors.

After this introduction, the play scale was distributed. The use and meaning of the five point scale was explained by using examples of play situations at school: recess, lunch, between classes and before school. I did examples for each point on the play scale, using fictitious names,
until the students understood. The children were then instructed to circle one number next to the name of each of their classmates. When everyone finished, the play scales were collected and the work scales were handed to the students. The difference between work and play were discussed and examples of work situations were reviewed, this included doing math, science, reading or going to the library during school hours.

Reliability and Validity of the Instrument

The issue of validity arises when we question whether the test elicits a true sample of behavior or whether the choices expressed by the subjects are false choices. Evans (1962) notes that if the individuals are given choices for real situations in which the individual will have to interact with those he chooses there will be a greater chance that the choices will be true. Whereas if individuals are given fictitious situations, there is a greater chance that the information will be distorted. The validity of this study follows this line of thinking, each student was given real situations which include: recess, lunch, and doing work assignments in which the student interacted with those they knew, namely other students in their class. When addressing issues of reliability and sociometric test, variability of the responses are anticipated with the passage of time. It is expected that if given examples for actual
situations the student will given accurate information, for that time period, that can be verified through observations. The researcher recognizes as a weakness with this method, the variability of sociometric choices. It is not the researcher's intent to make generalizations over extended periods of time, my interest is in how these students interact within the time frame studied.

With time it is expected that friendship choices would change. Students move to different neighborhoods or change schools, and progress from one grade to the next. It is expected that as students move from one environment to another, and encounter different peers, that their choices of who they like to interact would change.

Evans (1962) insists that the important questions, when discussing the issues of validity and reliability of sociometric tests, are concerned with ways of collecting representative samples of select behavior. According to Pepinsky in Evans (1962) "The concepts of reliability and validity as traditionally used. . . by psychologists, seem to have little direct meaning or application to the field of sociometry" (p. 17).

Sagar, Schofield, and Snyder (1983) describe how sociometric surveys and observational data are interrelated. Sociometric data serve two important purposes here. First they can be used to see if the sociometric data is consistent with the observational data. Second, they should be
revealing in terms of the issues raised from observational data. The validity of sociometric results can be evaluated by comparing them with the observed behavior of individuals. According to Gronlund (1959) "observations of social relations and judgements of social acceptance should provide results somewhat similar to sociometric results" (p. 159). It is not expected that the observations of individual behavior and the sociometric choices will be perfectly correlated but they will vary and are influenced by environmental limitations, personal inhibitions, lack of reciprocal feeling on the part of desired associates (Gronlund, 1959).

Operationalization of Variables

Social Isolation

In this study social isolation is the dependent variable. The literature on social isolation suggest that there are two types of social isolates, those who annoy their classmates and are actively rejected, and those who are overlooked or ignored (Byrnes, 1984; Byrnes & Yamamoto, 1983; Rubin & Mills, 1988; Rudner, Markoff & Westwood, 1975). The sociometric survey was used as a method for identifying these social isolate. There were two methods employed to identify each social isolates, they were sociometric ratings and unobtrusive observational data.
Race and Gender

The two independent variables for the present study are race and gender, both were determined by the observations of the researcher.

Data Collection Procedure

The researcher contacted the principal of an elementary school, and expressed interest in conducting a study with one of the fifth-grade classes during the months of May and June. A meeting was arranged with the principal and all fifth grade teachers at which point the researcher summarized the theoretical framework of the study along with an outline of the methodology and instrumentation. The researcher indicated to both principal and teachers that the results will be made available to the school. Following the discussion one classroom was selected, based on the teacher’s willingness to cooperate. At this time an authorization letter from the principal was obtained and the researcher proceeded with the study.

When the authorization was obtained a list of students and their parents’ names and addresses were obtained from the teacher. In order for the children to participate, the parents had to sign and return a consent form. The parents consent was obtained before the study began. Consent was granted by the parents of all the students in the class.
On the first day that data were collected, I told the students that I was a college student working on a paper for school and that I wanted to study how they interacted with each other. At this point I handed out the assent forms and read them aloud. Those students who wanted to participate were given instructions to sign the consent forms and those student who did not want to participate were asked to hold on to the forms until everyone was finished and all forms were collected together. All the students agreed and signed the assent forms. Those students who were absent completed an assent form, due to time limitations they were unable to complete a sociometric survey.

Description of Setting

This study was conducted in a midwestern elementary school. In the classroom there is a couch at the rear of the room along with TV and VCR, there are live plants lining the windows and also a bookshelf with encyclopedias. The classroom is carpeted and the teacher’s desk is located at the side of the classroom. The desks are arranged in sets of two.

There are twenty seven students in the classroom. Of those there are: six black females, nine white females, five black males and seven white males. This class moves three times during the day. Their day starts with a young
white female in her early thirties, who teaches math and science. The rest of the day involves moving from social studies with a young white male, to various other classes, depending on the day of the week. On different days of the week they move to either Art, Spanish, or Gym. The Art and Spanish teachers are white females in their mid thirties, and the Gym teacher is a white male in his early forties.

The decision to choose fifth-grade students was based on a desire to select a population old enough to understand the measures. The peer group is recognized as an agent of socialization during the elementary school years and play is a major activity in this process. Research in the area of peer interactions and the effects of race and gender have used fifth grade populations (Hare, 1979; Lever, 1976).

Data Analysis

The independent variables in this study were race and gender. The dependent variable was social isolation as measured by the sociometric survey. Two measures were used in the identification of social isolates; sociometric survey and sociometric matrices. A description and the use of these measures will be discussed in this section.

Sociometric Survey

The sociometric survey yielded interval scaled data.
The scores as received by each student were averaged to give an average sociometric score for each student, and shows the rank of each student in relation to other students in the class.

According to the sociometric choices, there were few choices and no mutual choices between the sexes. Hence, average scores for girls and boys as a group were calculated separately, then the average score for each girl and boy were calculated, isolates were identified as those students whose average score was below the average for the group.

**Sociometric Matrices**

Sociometric matrices were also used as a method to represent the sociometric data collected. The choices of the students are recorded in the matrices by placing, across from each students name either a four or five, for the boys and a five for the girls, which represent a positive choice given by that student to others in the class. The darkened areas indicate a mutual choice, which is an indication that two individuals have chosen each other. The mutual choices as received by each student is summarized at the bottom of each matrix. The choices given by each student go across the table and the choices received by each student go down the table.

This analysis is aided by the heavy horizontal and
vertical lines which separate the boys from the girls. The boys’ choices of boys are all recorded in the upper lefthand quarter of the table, and the boys choices of girls are recorded in the upper right hand quarter of the table. This pattern is reversed in the lower half of the table with the girls’ choices of boys in the lower left-hand quarter and the girls’ choices of girls in the lower right-hand quarter. The division of the matrices into four parts makes the small number of cross-sex choices stand out. At the bottom of the table is the total number of mutual choices for each student. Using this method social isolates were identified as those students with no mutual or reciprocal choices.

**Observational Data**

The observational data are a representation of the actual behavioral interaction among students. These data were collected over the period of five days and occurred during recess, when the students were on the playground, between classes, before classes, and at lunch. During this time the researcher recorded the names of those students who were interacting. At lunch a diagram was developed which charted where all the students were sitting, and amongst whom the interaction occurred. Interactions for each student, as they occurred during recess, were counted and tallied and are represented in a table.
These data were used in conjunction with the socio-metric data, in an effort to examine the nature of the relationships between who students say they interact and actual interactions. The status, of a student as socially isolated, will be either confirmed or denied, through the use of this data, by noting those students who had few or no interactions during recess.

The following null hypotheses were addressed in the data analysis: (a) there will be no difference in the social isolation as experienced by black females and black males, (b) there will be no difference in the social isolation as experienced by black females and white females, (c) there will be no difference in the social isolation as experienced by black females and white males.
CHAPTER IV

RESULTS

Using race and gender as the independent variables in this study, the attempt has been made to determine whether black females are more socially isolated than their classmates. Based on a review of the literature, three hypotheses were formulated. Averages of sociometric scores received, sociometric matrices, and behavioral observations were used to represent and analyze the data collected. The following section contains a presentation of the major findings.

Presentation of Findings

Hypothesis 1

Black females are more socially isolated than black males. According to the average scores, obtained from the sociometric surveys. Three black females have been identified as social isolates. In an effort to maintain anonymity the actual names of the participants have been replaced by pseudonyms. The average score for females as a group is 3.010, there are five females who fall below this average, (see Table 1) of the five, three are black females: Twanna, Shauntay, and Latoya.
Table 1
Average of Sociometric Scores (Girls Only)

Students Names and Averages
Average Score 3.010
B - Black  W - White

<table>
<thead>
<tr>
<th>Students</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine (W)</td>
<td>3.895</td>
</tr>
<tr>
<td>Shawanda (B)</td>
<td>3.632</td>
</tr>
<tr>
<td>Domonique (B)</td>
<td>3.526</td>
</tr>
<tr>
<td>Mary (W)</td>
<td>3.526</td>
</tr>
<tr>
<td>Cindy (W)</td>
<td>3.400</td>
</tr>
<tr>
<td>Kimberly (W)</td>
<td>3.350</td>
</tr>
<tr>
<td>Sherida (B)</td>
<td>3.300</td>
</tr>
<tr>
<td>Joan (W)</td>
<td>3.250</td>
</tr>
<tr>
<td>Susan (W)</td>
<td>3.050</td>
</tr>
<tr>
<td>Shirley (W)</td>
<td>3.050</td>
</tr>
<tr>
<td>Shauntay (B)</td>
<td>2.850</td>
</tr>
<tr>
<td>Twanna (B)</td>
<td>2.350</td>
</tr>
<tr>
<td>Latoya (B)</td>
<td>2.300</td>
</tr>
<tr>
<td>Amy (W)</td>
<td>1.810</td>
</tr>
<tr>
<td>Lucy (W)</td>
<td>1.857</td>
</tr>
</tbody>
</table>

The sociometric matrix (Figure 1) shows that all of the black females have at least one mutual choice, therefore none can be identified as isolates using this method. Behavioral observations are not supportive of the sociometric data. The black females who were identified as social isolates using the matrix and average scores were not identified as isolates in the behavioral data (Table 2).

Table 2 is a representation of the number of interactions that each student was involved in, over the course of one week. Observationally, Twanna, Latoya, and Shauntay were involved in a number of interactions with several different people during the course of one week. For a complete listing of all recorded interactions see Appendix B.
The average scores for the boys indicate that there are five boys, whose score falls below the average score for boys, and hence are socially isolated (Table 3). Of those five, three are black males: Craig, Leroy, and Thomas.

The sociometric matrix (Figure 1) shows that there are six males who have no mutual choices, of those three are black: Eugene, Curtis, and Thomas. On the day that the survey was given there were three males who were not present.
sent and Eugene and Curtis were two of them. Because they were absent on this day, there was no sociometric data collected for them, and hence they would have no mutual choices. It is evident from the sociometric averages (Table 3) as well as the behavioral (Table 4) data that Eugene and Curtis are not socially isolated. When looking at the scores given to both Curtis and Eugene, it is apparent that they are ranked positively by many of the boys in the class. According to behavioral observations, Thomas can not be identified as a social isolate. During recess Thomas was involved in many interactionhs and with different students.

Because no black females or males can be identified as social isolates, the researcher fails to accept the sub-
Table 3

Average of Sociometric Scores (Boys Only)

<table>
<thead>
<tr>
<th>Students Names and Averages</th>
<th>Average Score</th>
<th>B - Black</th>
<th>W - White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob (W)</td>
<td>2.750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phillip (W)</td>
<td>2.526</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curtis (B)</td>
<td>2.524</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter (W)</td>
<td>2.450</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eugene (B)</td>
<td>2.429</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris (W)</td>
<td>2.350</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joseph (W)</td>
<td>2.143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craig (B)</td>
<td>1.905</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leroy (B)</td>
<td>1.810</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenneth (W)</td>
<td>1.762</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas (B)</td>
<td>1.619</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Douglas (W)</td>
<td>1.450</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4

Observations of Play Interactions (Boys Only)

<table>
<thead>
<tr>
<th>Student Names/Number of Interactions</th>
<th>B - Black</th>
<th>W - White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob (W)</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Curtis (B)</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Craig (B)</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Thomas (B)</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Eugene (B)</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Leroy (B)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Joseph (W)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Chris (W)</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Kenneth (W)</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Phillip (W)</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Douglas (W)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Peter (W)</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

A substantive hypothesis that black females are more socially isolated than black males.

Hypothesis 2

Black females are more socially isolated than white
females. Of the nine white females, two were identified as social isolates they are Lucy and Amy. Sociometrically, their average scores were the lowest among the females, Lucy’s score was 1.857 and Amy’s score was 1.810 (see Table 1). When the sociometric survey was given both of these students were absent, therefore their sociometric choices were not obtained, and therefore there will be no mutual choices for them. According to the sociometric play matrix (Figure 1), they received no positive choices from any of their classmates.

Both of the white females who have been identified as social isolates had difficulty hearing and wore hearing aids most of the school day, this may have contributed to the limited number of social peers and interaction. These white females interacted behaviorally with each other at both recess and lunch.

Because no black females were identified as social isolates, but two white females were, the researcher fails to accept the substantive hypothesis that black females are more socially isolated than white females.

Hypothesis 3

Black females are more socially isolated than white males. Two white males can be identified as social isolates when looking at the sociometric scores. The average sociometric scores for males is 2.143 and Kenneth and Doug-
las fall below that average with average scores of 1.762 and 1.45 respectively (see Table 3).

Based on the sociometric matrix (Figure 1) three white males; Joseph, Douglas, and Kenneth have no mutual choices. Joseph was the other male who was absent on the day the survey was given and as a result, he would not have any mutual choices. When looking at the sociometric scores, he received many positive choices from other boys in the class. According to the sociometric averages as well as behavioral data, it is evident that Joseph is not a social isolate.

Both Douglas and Kenneth are identified as social isolates. Behaviorally, Douglas has limited interactions with peers and does not become involved with the games that other boys played on the playground. There were several occasions in which Douglas was observed on the playground alone (see Appendix B). On the other hand, Kenneth had many interaction with peers. Although, the majority of his interactions were with one other boy, Peter, there were occasions in which Kenneth joined the other boys in the class while playing either soccer or basketball, on the playground. According to the behavioral data, Peter can be identified as a social isolate, there were only five recorded interactions for him. Behaviorally, four of the recorded observations for Peter were between him and Kenneth and one involved a group while between classes.
Because no black females can be identified as social isolates, and two white males have been identified as social isolates, the researcher fails to accept the substantive hypothesis that black females are more socially isolated than white males.

Both the sociometric and observational data indicate that, neither black females nor black males have been identified as social isolates, and the researcher has identified two white females and two white males as socially isolated.

Work

The work assignments given to students required that the students work individually, therefore any interaction that occurred among students at this time was social in nature. Consequently the researcher was unable to collect observational data for work situations.

A sociometric survey was administered in an effort to measure interactions for work. Because the researcher was unable to collect observational data for work situations, there is no way to determine if the reported interactions are manifest behaviorally. Below is the work matrix (Figure 2), which is a representation of the sociometric survey for both girls and boys. The results of the work matrix are similar to those of the play matrix. Those students who were identified as isolates using the play matrix have
Figure 2. Girls and Boys Work Matrix.

been identified as social isolates in the work matrix. There are five boys who have no mutual choices and they are Curtis, Eugene, Joseph, Douglas, and Kenneth. Of the five, Curtis, Eugene, and Joseph were absent on the day the survey was given, hence there would be no mutual choices for them. Douglas and Kenneth completed the survey and have no mutual choices. Therefore they have been classified as a social isolate.
There are three girls who have no mutual choices and can be identified as social isolates, they are: Mary, Lucy and Amy. Both Lucy and Amy were absent the day the survey was given but, they did not receive any positive choices from either the girls or boys. Mary received five positive choices from the girls, yet none were reciprocated.
CHAPTER V

SUMMARY OF FINDINGS AND CONCLUSION

The major purpose of this study was to look at social interaction among fifth grade students. More specifically, the researcher was concerned with the effects of race and gender on social isolation.

A sociometric survey along with observational data were used to collect and analyze the data. One fifth grade classroom was selected composed of: six black females, nine white females, five black males and seven white males. The sociometric instrument used was adapted from the one used by Singleton and Asher (1977). Each student was asked to rate their classmates in terms of with whom they like to play. In addition, the data were analyzed through the use of a sociometric matrix, sociometric averages, and behavioral observations. The sociometric survey and observational data were used to test the following null hypothesis: (a) there will be no difference in the social isolation as experienced by black females and black males, (b) there will be no difference in the social isolation as experienced by black females and white males, (c) there will be no difference in the social isolation as experienced by black females and white females.

According to the sociometric survey and observational
data, the researcher was unable to identify any black female social isolates. Social isolation as measured socio-metrically and behaviorally indicates the following: none of the six black females were identified as socially isolates; none of five black males were socially isolated; two of the nine white females were socially isolated; two of the seven white males were identified as social isolates.

Discussion

Identification of Isolates

The researcher identified four social isolates; two white females and two white males. The two white females who were identified as social isolates had hearing difficulty and during the day wore hearing aids, this in turn limited the amount of social interaction between them and their classmates. The two white females fit the description of social isolates in the literature. They are actively avoided and other students tend not to have many interactions. This finding was supported by the sociometric data as well as the behavioral observations.

The two white males also fit the description of social isolates. Douglas, was actively rejected by many of his classmates, behaviorally and sociometrically. There were occasions when he did not have any interaction during recess. Peter fits the description of the isolate who is
overlooked. Sociometrically, his score is above average, yet behaviorally, he was involved in five interactions over the course of one week. He was not actively avoided but, in many cases he was alone, either out of his desire to be alone or just not being noticed by others in the classroom.

The major finding of this research is that no black females were identified as social isolates. Black feminist literature suggest that black females are a marginalized group on the basis of race and gender. Hooks (1981) when talking about her reason for writing notes that the existence of black women has often been forgotten, ignored or overlooked. "We are rarely recognized as a group separate and distinct from black men, or as a present part of the larger group 'women' in this culture" (hooks, 1981, p. 7). The status of black women in all of societies institutions would reflect, by definition that of a social isolate, those who are either actively rejected or simply overlooked.

It has been suggested by Hare (1979), Grant (1984), and Damico and Scott (1985) that black females are more socially isolated than their classmates. This literature is not consistent with the findings of this research. My research suggest that white males are more socially isolated than their classmates.
Same Sex Interaction

Another finding of this research is that girls tended to choose other girls and boys tended to choose other boys. This finding is consistent with the work of Dunphy (1970) who suggested that during early adolescence cliques are formed and consist of a few friends, generally no more than six, who spend most of their time together. These cliques are always isolated from peers of the opposite sex.

When given the opportunity on the sociometric survey to list who they would like to play with, girls in general, gave all the other girls in the class a positive score. Although behaviorally, girls actually had interaction with only one or two other females, most frequently of the same race. This finding is supported in the literature which suggests that girls show a strong preference for interaction with others of their own race (Francis & Schofield, 1980; Singleton & Asher, 1977) and that girls tend to interact in smaller groups than boys (Sagar, Schofield & Snyder, 1983). Boys, on the other hand, list a few boys with whom they like to play but, they actually interact with the entire class of boys.

Work Interactions

Sociometric results and observational data suggest that work choices and play choices are similar, in that
students who play together also work together. Observationally, it was difficult to separate work from play. While observing students in work situations, the interaction that occurred was more social in nature. In many cases where the students were assigned work in class, the assignments were individual and required quiet time, therefore any cooperation from other students was social.

Implications

The inability to identify social isolates among young black females may be attributable to a number of factors including type of method used, time, age, the students exposure to other race and gender groups, and the effect of alienation on the students.

Sociometric survey was used in an effort to identify isolation as it exist among fifth graders, this method is limited in the type of information that can give. This type of research would benefit from the application of a different method. Face to face interviewing would be more useful in the collection and analysis of this type of information. It would allow the researcher to talk directly to the population of interest. This research would have benefited if the observations had begun at the beginning of the school year and the person conducting the research was introduced to the class at the same time that the teacher is introduced.
It is possible that there are black females who are socially isolated and yet this isolation was not manifest in the data collected. Many of the interactions that occurred among the black females were between themselves. I would suggest that the isolation that exist among black females is a general isolation from others in the classroom, in particular white females, black males, and white males. It is reasonable to suggest that as a result of the isolation experienced by black females in the classroom, they began to limit their interaction to other black females, hence the greater solidarity among black females.

The findings of this research were not supported in the literature used in framing the research questions. As a researcher I am disappointed in the inconsistency between the findings of this research and the literature in this area. The findings of this study leads the researcher to question the applicability of black feminist literature to young black females. Black feminist theory does not address the concerns of young black females. It is possible that age is a factor in the amount and type of interaction that occur among all children, and that children at this age are not as influenced by race and gender as adults or even young adults. It is also likely that a students exposure to other gender and racial groups may contribute to their ability to interact with a wide variety of people. Children who interact with people from different races and
genders would be more comfortable in an environment with others from different races and genders.

Recommendations for Further Study

The researcher would recommend that future studies on the classroom experiences of black females, focus on larger populations, in different geographical locations and attempt to cover longer periods of time. It would be recommended that a study be conducted to examine social isolation as experienced by black females, starting with elementary and following the students through high school. A longitudinal study which compares the experiences of black females, in varying geographical areas, would be beneficial in the examination of alienation and isolation of black females.

Because, literature exist which suggest that black females see themselves as less powerful in the classroom setting (Grant, 1984; Hare, 1979), the researcher would also recommend that further studies consider the concept of powerlessness as outlined by Seeman (1959) in his delineation of alienation.

Teacher Recommendations

Polakow (1993) observed classrooms in several school districts in Michigan. She visited the Head Start classrooms as well as elementary classrooms, in some cases she
talked to the children. The majority of the students in the Head Start program were children of color and/or low income. She noted that the children that have been labeled "at risk" or who are, by definition, isolated have been given that label for various reasons, which are not necessarily something over which they have control.

In her discussion of various 'problem' students, the description given is disheartening, considering the role played by the teacher in the students isolation or continuation of the students poor behavior. In some cases these students were publicly punished for inquisitive behavior, for simply asking questions. When Polakow later question the teachers for their behavior, the teachers had a tendency to blame the behavior of the student on the parents. The teachers were unwilling to concede to the role they played in that child's behavior.

There were also examples given of situations where the teachers were supportive of the childrens' inquisitive behavior. These teachers were able to take children who were having trouble getting along with others and successfully socialize them into the classroom setting. This was accomplished by fostering individual creativity and allowing free play, by not attempting to control individual behavior, and also encouraging questions. Using these methods these teachers were very effective in teaching the necessary course work and creating an atmosphere that was con-
ducive to learning. I advocate the use of these methods as a means to integrate problem students as well as students who have been identified as social isolates.
Appendix A

Play Scale
(Note: In an effort to maintain anonymity all names have been replaced by fictitious names)

**PLAY SCALE**

<table>
<thead>
<tr>
<th>NAME</th>
<th>Don’t Like to play with this person</th>
<th>Like to play with this person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twanna Brown</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Cindy Carter</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Craig Decker</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Bob Allen</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Shawanda Jones</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Joan Burke</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Phillip Farris</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Susan Springer</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Leroy Johnson</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Chris Cutler</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Latoya Copeland</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
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<td>Elaine Williams</td>
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<td>Mary Short</td>
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<tr>
<td>Domonique Jackson</td>
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<tr>
<td>Thomas Smith</td>
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</table>
How much do you like to play with this person at school?

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<th></th>
<th>Don’t Like to play with this person?</th>
<th>Like to play with this person?</th>
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<td>Shirley Harmon</td>
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<td>Kimberly Vincent</td>
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<td>Douglas Frank</td>
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<td>Curtis Cobb</td>
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<td>Amy Watson</td>
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<td>Shauntay Wright</td>
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<td>Peter Jordan</td>
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<td>Lucy Rugg</td>
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<td>Kenneth Allen</td>
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<tr>
<td>Sherida Young</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>
Appendix B

Behavioral Observations
Behavioral Observations

26 - Shirley/Sherida
5 - Shawanda/Cindy
4 - Twanna/Latoya
4 - Eugene/Curtis
4 - Eugene/Joseph
4 - Christopher/Curtis
3 - Leroy/Craig/Douglas
4 - Douglas
4 - Kimberly/Joan
5 - Amy/Lucy/Cindy
4 - Thomas/Joseph
5 - Mary/Shauntay/Shawanda/Domonique/Cindy
4 - Peter/Kenneth
6 - Susan/Kimberly/Elaine/Joan
7 - Phillip/Eugene/Christopher/Kenneth/Curtis/Bob/Joseph
6 - Shauntay/Shawanda/Domonique
7 - Shirley/Latoya
6 - Shauntay/Domonique
9 - Thomas/Bob
8 - Susan/Elaine
7 - Curtis/Bob
12 - Leroy/Craig
4 - Douglas
2 - Latoya
Mary/Bob
Peter/Leroy/Thomas/Craig/Douglas
Phillip/Eugene/Christopher/Curtis/Bob/Joseph
Phillip/Shawanda
Phillip/Eugene/Curtis
Phillip/Eugene/Christopher/Leroy/Curtis/Craig/Bob
Shauntay/Amy/Domonique
Shauntay/Shawanda/Twanna/Shirley/Domonique/Sherida/Latoya
Shauntay/Shawanda/Domonique/Kenneth/Cindy
Shauntay/Amy/Shawanda/Domonique/Cindy
Amy/Lucy
Eugene/Bob
Eugene/Curtis/Craig/Bob/Joseph
Eugene/Christopher/Curtis/Craig/Bob/Douglas
Shawanda/Domonique
Shawanda/Susan/Thomas/Kimberly/Elaine/Joan
Shawanda/Sherida
Shawanda/Bob
Susan/Elaine/Bob/Kenneth
Susan/Joseph
Susan/Latoya
Susan/Joseph
Susan/Kimberly/Elaine/Cindy/Joan
Twanna/Christopher/Curtis/Bob/Joseph
Twanna/Cindy
Twanna/Craig
Twanna/Shirley
Twanna/Shirley/Latoya
Twanna/Domonique
Twanna/Thomas
Lucy/Bob
Christopher/Craig
Christopher/Douglas
Leroy/Latoya
Thomas
Thomas/Shirley
Thomas/Sherida
Thomas/Craig/Douglas
Leroy/Shirley
Leroy/Thomas/Craig
Thomas/Sherida
Thomas/Shirley
Shirley/Bob
Kenneth/Curtis
Kenneth/Bob
Curtis/Douglas
Curtis/Elaine
Craig/Douglas
Domonique/Bob
Bob/Sherida
Bob/Kenneth
Sherida/Elaine
Sherida/Latoya
Appendix C

Consent Form
Consent Form

Western Michigan University
Department of Sociology
Principal Investigator: Dr. Douglas Davidson
Research Associate: Dawn Hinton

I understand that my child has been invited to participate in a research project entitled "Social Interaction among Adolescents." The purpose of the study is to assess the extent to which children interact in the classroom and in the school. I further understand that the purpose of this project is to fulfill Dawn Hinton's thesis requirement.

I understand that my child will be given a survey about with whom they like to work and play. My child will also be observed at work and at play over the period of one month, for a total of 40 hours. The surveying and observations will occur during the month of September.

Children are free at any time, even during the administration of the survey, to choose not to participate. If my child refuses or quits, there will be no negative effect on her/his school programming. I understand that a summary of the findings will be given to the principal. This summary will not include any student names or individual responses.

There are no immediate benefits to the students, but the results could make teachers aware of classroom interactions.

I understand that all survey data and observational data will remain confidential. This means that the child's name will be removed from all survey forms and observational data and will be replaced by a number. No names will be used in the written report. I understand that if I do not want my child to participate no observational data will be recorded for those who are not participating.

I understand that there may be a risk of discomfort regarding rating and being rated by one's peers. This risk will be minimized by asking the students to treat the survey as a test and not showing their responses to other children and not looking at the responses of others. As in all research, there may be unforeseen risks to my child. If an accidental injury occurs, appropriate emergency measures will be taken; however, no compensation or treatment will be made available to my child except as otherwise stated in this consent form.

I understand that I may also withdraw my child from this study at any time without any negative effects on services to my child. If I have any questions or concerns
about this study, I may contact either Dr. Douglas Davidson at (616) 387-5285 or Dawn Hinton at (616) 383-0904. I may also contact the Chair of Human Subjects Institutional Review Board or the Vice President for Research with any concerns that I have.

My signature below indicates that I give my permission for (child's name) to be surveyed with a sociometric survey and to be observed over the period of one month.

Signature

Date
Appendix D

Assent Form
Assent Form

Western Michigan University
Department of Sociology
Principal Investigator: Dr. Douglas Davidson
Research Associate: Dawn Hinton

I understand that I have been asked to be a part of a study called "Social Interaction among Adolescents". The purpose of this study is to see how well you know each other and who you like to play and work with in school.

I understand that if I agree, I will be given a survey that will ask who, in my classroom, I like to play and work with in school. I understand that I will not be doing this out loud in a group, but I will mark them down on some papers that will be given to me. I also understand that Dawn Hinton will also sit in my class during the month of September.

I understand that I will not get any extra credit, and if I don’t want to participate, there will be no effect on my school grades. Even if I agree today to be a part of this study I can change my mind at any time during the study.

I understand that my name will not be used when Dawn writes the report and that the only person to see what I write on the papers will be Dawn Hinton.

If I have any questions or concerns about this study, I may call either Dawn Hinton at (616) 343-1916 or Douglas Davidson at (616) 387-5285.

My signature below indicates that I agree to take the survey, and that it is alright for Dawn to sit in on my class.

Print your name here______________________________

Sign your name here______________________________
Date__________________
Appendix E

Letter Sent to Parents
Letter Sent to Parents

Dawn Hinton
Western Michigan University
Department of Sociology
Kalamazoo, Michigan 49008

May 6, 1994

Parents Name
Street Address
City and State, Zip

Parent,

Your child has been invited to participate in a research project entitled "Social interaction among adolescents". With the consent of the principal, and (Teachers Name) I am being allowed to conduct this research project.

I have received several consent forms from the parents of other children and in order for your child to participate in this project, I need your approval. Enclosed you will find another consent form for you to sign and to be returned in the enclosed envelope. If you have any questions regarding this project please feel free to call Dawn at (616) 343-1916 or Dr. Douglas Davidson at (616) 387-5285. Thank you for your anticipated cooperation.

enclosures

dmh
Appendix F

Protocol Clearance From the Human Subjects
Institutional Review Board
Date: May 19, 1994
To: Dawn Hinton
From: Kevin Hollenbeck, Chair
Re: HSIRB Project Number 94-53-30

This letter will serve as confirmation that the revisions to your research project entitled "Social interaction among adolescents" has been approved under the expedited category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

You must seek reapproval for any changes in this design. You must also seek reapproval if the project extends beyond the termination date.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: May 19, 1995

xc: Davidson, Soc.
BIBLIOGRAPHY


