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ABSTRACT

Counselors, ministers, parents, and educators, need to know about adolescent date selection because it is normal for adolescents to seek assistance and affirmation from adults. An overview of the literature revealed that some of the factors influencing adolescent date selection were the developmental stage the adolescent is in, the expectations formed in the family of origin, and the pressure exhibited by peers. The study sample consisted of 801 high school students (402 males, 399 females). The independent variables that were investigated included gender, age, ethnicity, relationship status, and family structure, whereas dependent variables were taken from the subscales from the Date Selection Inventory, and included personality, physical attributes, and prestige. The results appear to support 14 generalizations. Several of these include: Asian/Pacific high school students give more importance to Physical attributes than Hispanic and students of Other nationalities; gender and age should be interpreted concurrently for Personality; and gender, age, and relationship status should be interpreted concurrently for Prestige. These results could assist counselors working with youth who are beginning to explore dating, as well as with late adolescents who are becoming more couple focused. These results could also assist teachers in gaining insight into student behavior and classroom disruptions. Counselors, teachers, and others who are aware of what adolescents are looking for in dating behaviors may be able to assist them in finding appropriate ways of seeking the attention they crave. (RJM)

ADOLESCENT DATE SELECTION

being

A Thesis Presented to the Graduate Faculty

of the Fort Hays State University in

Partial Fulfillment of the Requirements for

the Degree of Master of Science

by

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Abstract

The purpose of the researcher was to investigate the factors which influence adolescents in selecting dating partners. The sample consisted of 801 high school students, of which 402 were male and 399 were female. The following independent variables were investigated; gender, age, ethnicity, relationship status, and family structure. The dependent variables were the scores from the following subscales of the Date Selection Inventory: Personality, Physical, Prestige, and Total. Five composite null hypotheses were tested at the .0500 level. A three-way analysis of variance (general linear model) was employed for each composite null hypothesis. A total of 72 comparisons were made, plus 68 recurring. Of the 20 main effects, 12 were statistically significant at the .0500 level.

The results of the present study appeared to support the following generalizations:

1. Asian/Pacific high school students give more importance to Physical than Hispanic and students of Other nationality;
2. high school students not dating and those casually dating give Physical more importance than students married/living together;
3. gender and age should be interpreted concurrently for Personality;
4. age and nationality should be interpreted concurrently for Prestige;
5. age and relationship status should be interpreted concurrently for Personality;
6. gender and age should be interpreted concurrently for Physical;
7. gender and age should be interpreted concurrently for Prestige;
8. gender, age, and relationship status should be interpreted concurrently for Prestige;
9. gender and age should be interpreted concurrently for Total;
10. gender, age, and relationship status should be interpreted concurrently for Total;

11. age and nationality should be interpreted concurrently for Prestige;
12. age and nationality should be interpreted concurrently for Total;
13. nationality and relationship status should be interpreted concurrently for Personality; and
14. family structure, gender, and nationality should be interpreted concurrently for Personality.

Introduction

Adolescent Date Selection: An Overview

Kauffman, Brown, Graves, Henderson, and Revolinski (1993) reported from a longitudinal survey that of the 10 most frequently endorsed worries for adolescents based on gender, the two pertaining to dating were "going out on a date" and "having sex or thoughts about having sex." The sample consisted of 622 teenage patients in a medical clinic, of which 72% were female. Fifty-seven percent of the respondents were Caucasian as compared to 42% African-American. Respondents were typically between the ages of 12 and 15, which placed them within the 5th to10th grades. The subjects were asked to answer an 80-item Likert-type scaled questionnaire prior to seeing their physicians. The questions pertained to adolescent relationships with peers, girlfriend/boyfriend, parent relationships, school performance, extracurricular activities, home life, medical/mental concerns, significant life events, sexual concerns, and global concerns. "A series of one-way analysis of variance procedures revealed that female respondents (mean=29.0) endorsed significantly more worries than their male (mean 24.2) counterparts (F= 9.08, P<.01). All other variables (e.g. race, age, and grade) were found to be non-significant" (Kauffman et al., p.10). The researchers reported that, "Overall, adolescents expressed relatively consistent concerns regarding their health, success in school, and social relationships" (Kauffman et al., p.12).

The results of several studies (Bandura & Walters, 1963; Benson, Larson, Wilson, & Demo, 1993; Erickson, 1950; Erickson, 1959; Hovell, Sipan, Blumberg, Atkins, Hofstetter, & Kreitner, 1994; Lowe, 1972; Roscoe, Diana, and Brooks, 1987[a]; Roscoe and Peterson, 1989; Sanderson and Cantor, 1995; Winstead and Derlega, 1993;) indicated adolescence is the time when social relationships and sexual habits develop which will last for life. Roscoe et al. (1987)[a] conducted a study in which 210 adolescents

in 3 different grades (6th, 11th, and college freshmen) were asked to give reasons why they dated and how they selected their dating partners. The researchers examined whether different phases of adolescent development influenced the importance of personal and prestige characteristics on date selection. Researchers used a three part modified version of an instrument previously developed by S.L. Hanson.

Adolescents were asked, in part one, to list three reasons why females date and three reasons why males date. These results were categorized among early, middle, and late adolescents and grouped into eight categories (recreation, companionship, status, socialization, sexual activity, mate selection, intimacy, and other) indicating reasons why people date. Chi-square analyses indicated;

> As a group, late adolescents were most likely to select Companionship, Sexual Activity, and Mate Selection as reasons for dating. Early and middle adolescents were significantly more apt to select Recreation and Status as functions of dating; in addition, middle adolescents least frequently offered reasons which could not be readily categorized (reported as "Other" in Table 1). Finally, early adolescents least frequently cited Socialization (i.e., developing appropriate techniques of interaction between partners) as a reason for dating. (Roscoe et al., 1987, p. 62)

The results further indicated statistically significant differences between males and females, and among the three stages of adolescence, as to why people date. One such difference occurred with males citing sexual activity [x^2 (7,N = 338)= 27.51, p<.01] as one reason they date and females citing intimacy [x^2 (N = 338) = 46.43, p<.001] as their reason to date.

Adolescents were asked in part two of the questionnaire to indicate, using a 30 item Likert-type instrument, the importance of personal and prestige characteristics for

date selection. The results indicated the following: "Early adolescent males were more concerned with a potential dating partner ... being the same age or younger [F (2,321) = 5.44, p <.01], while late adolescent males believed it was more important that the person be sexually active [F(2, 324) = 3.57, p<.05]. Late adolescent females rated two factors as significantly more important to them than did other adolescents: person will someday have a good job [F(2,327) = 3.46, p <.05], and person has set goals for the future [F(2,326) = 8.74, p<.001)" Roscoe et al. 1987, p.64]. Roscoe et al[a]. also found that the degree to which a date was liked and accepted by parents of the adolescent influenced the length of time they continued dating. Overall, the researchers found that though prestige characteristics (owning a car, wearing designer clothes, same age or older, physically attractive, has money to spend, same height or taller, not physically handicapped, etc.) were important to young adolescents, personality characteristics (kindness, honesty, respect for others, sexual intimacy, confidence, dependability, parental approval, future or career planner, non-self-destructive behaviors) were more important as the adolescent aged. Roscoe et al., concluded, "It appears that as adolescents mature, a shift occurs from dating as a social and immediately gratifying experience, to dating as a more personally fulfilling activity" (p. 62).

Martin (1994) investigated the attributes which college students used to describe their desired mate or relationship need. In the status survey, 108 college students (58 female, 50 male) were contacted via phone and asked to rate attributes of their mate and relationship needs. Martin reported the following two conclusions: attractiveness was more important to younger students (aged 17-20), and personality was more important to those students who had never dated or were not dating.

Adolescent Development

Erikson (1959), in his psychosocial model of development, referred to the transition of puberty to young adulthood as the stage of identity verses identity diffusion.

It is during this stage that adolescents begin to challenge all that they have learned before. Their appearance to others as compared to how they see themselves is of great importance to them during this stage. "The sense of ego identity, then, is the accrued confidence that the inner sameness and continuity are matched by the sameness and continuity of one's meaning for others...." (Erikson, 1950, p. 228). Identity diffusion is marked by the adolescents' trying to keep themselves together through over-identification with others; it is a time often marked by participation in cliques, gangs, and crowds. Adolescents going through identity diffussion can "become remarkably clannish, intolerant, and cruel in their exclusion of others who are "different," in skin color or cultural background." (Erikson, 1959, p.92). This is a necessary

> ...defense against a sense of identity diffussion which is unavoidable at a time when the body changes its proportions radically, when genital maturity floods body and imagination with all manners of drive, when intimacy with the other sex approaches and is, on occasion, forced on the youngster, and when life lies before one with a variety of conflicting possibilities and choices." (Erikson, p.92)

Once the issue of identity has been resolved, the adolescent moves to the stage which Erikson called intimacy and distantiation verses self-absorption. "The youth who is not sure of his identity shies away from interpersonal intimacy; but the surer he becomes of himself, the more he seeks it in the form of friendship, combat, leadership, love, and inspiration" (Erikson, 1959, p.95). Erikson postulated that one often mistakes the adolescent attractions gained during this time as sexual attraction and love, when in reality it is a process the individual is going through in an attempt to define his or her identity by, "talking things over endlessly, by confessing what one feels like, and what others seem like, and by discussing plans, wishes, and expectations" (p.95).

According to Erikson (1959), "The counterpart of intimacy is distantiation: the readiness to repudiate, to isolate, and if necessary, to destroy those forces and people whose essence seems dangerous to one's own" (p.95-96). The adolescent seeks spontaneity, warmth, and real exchange of friendships which, if not met, can produce a cyclical effect of attempts and failures in the attempt to not become isolated or self-absorbed.

Sanderson and Cantor (l995) investigated whether an adolescent's developmental stage affected the individual's social dating goals, patterns of dating, or sexual behavior. In part one of a two part study for Princeton University, Sanderson and Cantor developed the Social Dating Goals Scale based upon Erikson's theory as a foundation . The Social Dating Goals Scale consisted of 13 Likert-type items designed to ascertain specific information regarding the transition of social dating from identity driven goals toward greater-intimacy driven goals. Over a 1 year period, the authors administered the Social Dating Goals Scale as part of a packet of questionnaires to 6 independent groups of male and female Princeton undergraduate students and 1 group of high school students. A total of 905 students participated in the research. Sanderson and Cantor accompanied the administration of the Social Dating Goals Scale with other scales and inventories more globally related to intimacy and identity (Bennion and Adams' Revised Ego Identity Status Scale, Simpson's Attachment Styles Index, Simpson and Gangetad's Sociosexual Orientation Inventory, and a simple four item response instrument) in order to provide construct validity. The analysis yielded the following correlation coefficients relevant to Eriksons' life stages theory: "The tendency for an individual to pursue intimacy goals in dating, ... was positively correlated with both interpersonal ego achievement ($r = .42$, $p = .01$) and ideological ego achievement ($r = .32$, $p = .06$) and negatively correlated with both interpersonal diffusion ($r = -.63$, $p = .001$) and ideological ego diffusion [($r = -.42$, $p = .01$)" Sanderson et al., 1995, p.1124]. The results of Sanderson and Cantor's research

indicated that developmental stages greatly affect dating and intimacy goals. According to Sanderson and Cantor, if an adolescent is still searching for identity formation, he or she is more likely to be casually dating with multiple partners. The adolescent may also tend to be more self-centered and willing to participate in "risky" sexual behaviors. The authors contended that adolescents who have transgressed through identity formation tended to be more focused toward trying to find a life mate. Therefore, Sanderson and Cantor maintained, adolescents who have transgressed through identity formation tend to be more drawn toward exclusive, more intimate, relationships.

According to Bandura and Walters (1963, p.47), "...it is evident from informal observation that models are utilized in all cultures to promote acquisition of socially sanctioned behavior patterns...." It is through observational learning that societies convey the norms of expected behaviors. The various components to observational learning are: imitative learning, vicarious reinforcement and symbolic modeling. Imitative learning allows the child to practice and refine needed sex-appropriate social skills in a non-threatening manner, simply by observing elders of the same-sex interact. Vicarious reinforcement teaches a person what might happen in a given situation without actually experiencing it. Symbolic models are an example of such learned behavior. Symbolic models act as training manuals for the individual. They can be either written, pictorial, or a combination.

In today's society of mass media, symbolic "models play a major part in shaping behavior and in modifying social norm and thus exert a strong influence on the behavior of children and adolescents" (Bandura et al. 1963, p.49). Much of an individual's prosocial and antisocial behavior is learned in this way. According to Bandura et al., adolescents "...tend to choose friends on the basis of the values they have acquired from their parents; consequently, their peer group tends to reinforce the standards of behavior of which their parents approve" (p.26).

According to Lowe (1972), adolescents not only have to deal with physical developmental changes, they must establish and integrate their own identity which will carry them through life. Adolescents develop identity by recognizing, accepting, excluding, and repudiating characteristics of significant others in which they can relate. "That is, his identity will be a stable one if he knows who he is, where he stands, where he is going, and (perhaps) who is going with him" (p.164).

Age and Adolescent Date Selection

Roscoe and Peterson (1989) used three generations of maternally related females to investigate how chronological age is often the "primary criterion by which behavior and social interactions are regulated" (p.167). The researchers contended that at various ages there are certain expectations or norms which society expects to be filled. These expectations included a wide variety of both social functions such as mate selection, bearing children, and age appropriate dressing. The expectations also included global issues such as becoming financially secure, selecting an occupation and/or changing careers. Roscoe and Peterson maintained that "in contemporary American society one of the signs of transition from later adolescents to adulthood is a greater adherence to traditional age norms for adult behaviors" (p.169).

Roscoe and Peterson divided the females into three groups. The three groups of females were categorized as late adolescents, their mothers, and their grandmothers. The late adolescents, age 24 and less, were selected from enrollment in a human growth and development class in a midwestern university setting and were used to initiate the study in the other two groups. The late adolescents volunteered both their mothers and maternal grandmothers as participants for the study.

The instrument which Roscoe and Peterson used was a modification of "the Most People's Opinion About Age Survey" originally developed by Neugarten, Moore, and Lowe. This modified 30-item questionnaire consisted of behaviors typically performed

within a woman's life cycle in the areas of recreation, occupation/career, and family. The respondents were asked to read each item and decide the degree to which they approved or disapproved of a person at a given age performing the stated behavior, for example, "a married couple who keeps going to their parents for advise when they are 40." (1989, p.174). Respondents marked the degree of approval on a continuum with anchors of "approve" and "disapprove." Researchers later assigned a numerical value to the continuum ranging from zero, being the lowest range of disapproval, to nine, being the highest range of approval. "Disapproval of a behavior was inferred when participants' responses equaled a mean value of 4.5 or below; approval was inferred if responses had a mean value of 4.6 or above" (Roscoe et al., 1989,p. 170).

Categories of recreation, occupation/career, and family were examined separately. In the category of recreation, the researchers found that older adolescent females approved of the activities regardless of the performer's age, while grandmother's were most disapproving. For example, younger women reported that it was okay at age 45 to wear two-piece bathing suits at the beach, whereas, their grandmothers maintained that this was not appropriate. There was a similar disagreement regarding women who wear their hair in ponytails after age 45.

Findings pertaining to the occupation/ career category indicated that older adolescents viewed these changes as appropriate throughout adulthood. Respondents' mothers approved of career changes occurring only during mid-life. Respondents' grandmothers approved of situations in which career decisions were made at younger ages, and which reinforced traditional work responsibilities such as a woman's primary responsibility being home and family.

All three generations of women had the most agreement with the category family. If differences did occur they were usually the result of grandmothers' disapproving behaviors which depicted a change from traditional models of early marriage, child-rearing

practices, and dependence/independence in old age. For example, the majority of older adolescents approved of acquiring children through birth and adoption at any age; their grandmothers, however, disapproved of acquiring children through teen births or adoption.

Roscoe and Peterson (1989) stated that "it appears that the transmittal of family values and expectations across generations is more consistent than is that related to other areas of adult life"(p.175). They reported that grandmothers maintained more traditional expectations, especially in the areas of recreation and occupation/career expectations. Roscoe et al., further concluded that "possibly with age and experience individuals become more aware of age norms and social pressures to adhere to age-graded behavior" (Roscoe et al., 1989, p.176).

Gender and Adolescent Date Selection

Two hundred seventy-seven late adolescents were questioned as to what they believed differentiated intimate from non-intimate relationships (Roscoe, Kennedy, & Pope, 1987[b]). Roscoe et al. determined that by identifying components of intimate relationships researchers could rank order characteristics by participants' gender. According to the study there was little statistical difference in rank ordering of differences between males and females. "Of interest, however, was the finding that males most frequently reported physical/sexual interaction as a distinguishing component, while females most often cited openness" (p.515). The authors thus concluded that the definition of intimacy may differ between sexes.

In two studies of mate selection, Kenrick, Groth, Trost, and Sadalla (1993) found that a more realistic understanding of mate selection based upon gender became possible when integration of two separate theories of mate selection occurred. The researchers used social evolutionary theory which hypothesizes that individuals select mates based on maximizing genetic fitness for future generations. The researchers also used social

exchange theory, which hypothesizes that individuals seek the best market value they can when selecting a mate. Often this is based upon the degree to which one possesses certain "valued" physical characteristics or traits, such as beauty, intelligence, wealth, and charm.

The conclusions drawn by Kenrick et al. (1990) regarding date selection indicate that there are similarities among genders in placing highest value upon characteristics of emotional stability and agreeableness, as well as attractiveness. The research results indicated that "agreeable-disagreeable appears to be a universal dimension of interpersonal judgement. It appears that this dimension is centrally related to mate selection as well" (Kendrick et al., 1993, p.966).

Kenrick et al. (1993) also concluded that there existed a "general tendency for men as compared to women to place more value on youthfulness in a mate" (p. 967) which is often perceived as being a social exchange theory component. The researchers further surmised that men who are regarded as sexy by women may also have higher standards for a marriage partner and thus have more opportunities for causal dating than less attractive men. Less attractive men, however, tend to seek women for a committed or exclusive relationship for reasons of procreation.

Kendrick et al.(1993) postulated that females tended to use social evolution theory to a greater extent than do males. The researchers found that women tended to be drawn to older males because of the financial and/or accumulated resources which benefit offspring. According to the authors, mature dominant characteristics exhibited by older men provide the woman with a sense of security. Overall, women may initially be drawn to men of status and looks for dating relationships, but tend to seek more mature, stable men with which to establish families.

Ethnicity and Date Selection

Laumann, Gagnon, Michael, and Michaels (1994) conducted a national survey of sexual practices in the United States entitled the National Health and Social Life Survey.

From the survey, the authors determined "that among both whites and blacks, the percentages of same-race partnerships are quite high. In fact, 91 percent of *all* noncohabitational partnerships reported (by blacks and whites) involved partners of the same race" (1994, p.245). The authors further concluded, "it appears Hispanics as a group are less exclusive with respect to sexual partnering than either blacks or whites" (p.246). Forty-five percent of Hispanic males reported same-race partnerships and 56 percent of Hispanic females reported same-race partnerships. The authors postulated that society may still be segregated which applies pressure on interracial couples to comply to society's norms. They also stipulated that opportunity may be lacking in providing opportunities for interracial socialization.

Family Structure and Date Selection

Bandura et al (1963, p.50) cautioned that "Parents' instructions ...may be far less influential than audiovisual mass media in shaping children's social behavior, unless the parents exhibit modeling behavior that is consonant with the instructions they issue" In a study which substantiated this observation, Whitbeck, Simons, and Kao (1994) investigated the effects of divorced mothers' dating behaviors and sexual attitudes on the sexual attitudes and behaviors of their children. Two hundred ten 8th and 9th grade adolescents and their mothers participated in a longitudinal study of mother-headed households. Mothers' present dating status was measured using self-report. Mothers were also questioned on how wrong they felt it was for an individual their child's age to make out, have sexual intercourse, and have a child. Adolescents were also assessed for sexual permissiveness using two scales, the Reiss five-item permissiveness scale, and the same questionnaire given to their mothers. Adolescent sexual activity was measured to indicate if they had experienced no sexual activity in the past year, if they had experienced heavy petting, and whether they had experienced sexual intercourse.

The results indicated that in women headed households, the dating status of the mother does affect and influence the sexual activity of their children. The authors postulated that often mothers and adolescent daughters may be experiencing similar dating situations. Both mother and daughter may be taking first steps into the dating arena, as well as establishing intimate relationships. The study found that a mother's attitude toward dating had no effect on sons' attitudes, but their behaviors had a direct effect on the sons' sexual behavior. "For daughters, however, the effects of mothers' behaviors are mediated by their effects on daughters' attitudes. Mothers' attitudes also are more likely to influence daughters' sexual behavior than sons'" (Whitbeck, Simons, & Kao, 1994, p. 619).

Relationship Status and Date Selection

In an article critiquing sex education programs taught in public schools, Whitehead (1995) drew the following generalizations pertaining to adolescent sexual behavior; "girls give sex in order to get love, and boys give love in order to get sex" (p.49). The researcher reported that 60 percent of the sexually experienced girls she surveyed were "going steady" or engaged as compared to 40 percent of the boys she surveyed. Whitehead further stipulated that the earlier an adolescent began dating the earlier they became sexually active.

Summary

The review of the literature revealed that date selection is a major concern to adolescents and that there are several factors which influence adolescent date selections. These include: the developmental stage the adolescent is in, the influences or expectations formed in the family of origin, and the pressure exhibited by peers.

Studies varied in terms of the authors' or researchers' descriptions of the domains of measurement. The following were measured in the studies: social relationships, desirable partners, prospective partners, desired mate, social dating, romantic

relationships, gender identity and role expectations, dating behavior, sexual attitudes, sexual intentions, sexual behavior, and adolescents' development stage.

The studies and literature reviewed also varied in the type of subjects or samples under observation. The following were some of the subjects or samples examined: 1.) patients, 2.) early, middle, and late adolescents, 3.) college students, 4.) families of origin, 5.) siblings, and 6.) peers.

Statement of the Problem

The purpose of the researcher was to investigate adolescent date selection.

Rationale and Importance of the Research

Counselors, ministers, parents, and educators need to know about adolescent date selection because it is normal for adolescents of all ages to seek assistance and knowledge regarding this phenomena. Beginning with their first date, adolescents seek assistance and affirmation from adults. Continuing throughout middle and older adolescence, youth will still seek assistance regarding how to initiate a date with a particular person, how to keep a particular person interested, how to deal with relationship changes, et cetera. As counselors and resource persons, it is helpful to gain knowledge in what adolescents look for in their dates at various ages and/or stages of development, so that the stages of development are recognized; and thus, counselors and resource persons can better facilitate client growth and self-actualization.

The importance of the present research is two fold: it contributes to knowledge in an area where there is limited research; and it helps counselors, parents, and educators who serve as role models for adolescents to gain knowledge of the attributes adolescents look for in dates. This knowledge can be used to assess attributes which describe adolescents' date selections.

The results of the present study provided information pertaining to the following questions.

1. Is there an association between gender and adolescent date selection?
2. Is there an association between age and adolescent date selection?
3. Is there an association between nationality and adolescent date selection?
4. Is there an association between relationship status and adolescent date selection?
5. Is there an association between family structure and adolescent date selection?

Composite Null Hypotheses

All hypotheses were tested at the .0500 level of significance.

1. The differences among the mean Date Selection Inventory scores for adolescents according to gender, age, and nationality will not be statistically significant.

2. The differences among the mean Date Selection Inventory scores for adolescents according to gender, age, and relationship status will not be statistically significant.

3. The differences among the mean Date Selection Inventory scores for adolescents according to age, nationality, and relationship status will not be statistically significant.

4. The differences among the mean Date Selection Inventory scores for adolescents according to gender, nationality, and relationship status will not be statistically significant.

5. The differences among the mean Date Selection Inventory scores for adolescents according to family structure, gender, and nationality will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated; gender, age, nationality, relationship status, and family structure. These variables were investigated for the following reasons:

1. lack of reported research pertaining to them, and
2. results of the research were inconclusive.

Definition of Variables

Independent Variables

All independent variables were self reported on the demographic sheet. The following independent variables were investigated:

Gender - two levels;

level one, male, and

level two, female;

Age - five levels;

level one, age 14 and younger,

level two, age 15,

level three, age 16,

level four, age 17, and

level five, age 18 and older;

Nationality - four levels;

level one, Hispanic,

level two, Asian/South Pacific,

level three, Caucasian, and

level four, Other;

Relationship status - 5 levels;

level one, never dated,

level two, not dating,

level three, casually dating/more than one partner,

level four, exclusively dating/one partner, and

level five, married /living together;

Family structure - six levels;

level one, intact,

level two, mother and stepfather,

level three, father and stepmother,

level four, mother only,

level five, father only, and

level six, other.

Dependent Variables

The dependent variables were scores from the following subscales of the Date Selection Inventory (Appendix E): Personality (11 items, possible scores 11-55); Physical (11 items, possible scores 11-55); Prestige (11 items, possible scores 11-55); and Total (33 items, possible scores 33-165).

Limitations

The following conditions might have affected the results of the present study:

1. the sample was not randomly selected,
2. the subjects were selected from only one school district, and
3. all data were self-reported.

Delimitations

The following were delimitations of the current study:

1. no pilot study was conducted pertaining to the Date Selection Inventory,
2. no reliability studies were conducted pertaining to the Date Selection Inventory, but a reliability study was conducted concurrently, and

3. no validity studies were conducted pertaining to the Date Selection Inventory, but a validity study was conducted concurrently.

Methodology

Setting

The setting for the study was a medium sized city within southwestern Kansas. The city is located 300 miles from Denver, CO and 350 miles from Kansas City, KS.(Kansas Department of Commerce & Housing, 1995, p.1) The city had a reported population of 24,000 in the 1990 census. There are two major beef packaging plants, which employ 5,000 citizens, located on the outskirts of the city (Kansas Department of Commerce & Housing, 1995, p. 4). Wheat farming is also a major industry.

The city has 16 elementary schools, three of which are parochial schools. There are also 3 middle schools, one senior high school, and an alternative center. There is one vocational-technical center/ community college within the city. The community also has access to higher education through the use of satellite and outreach classes (Kansas Department of Commerce & Housing, 1995, p.3).

The 1990 census revealed a medium age of 27 (Garden City Area Chamber of Commerce, 1996, p.1) The population's ethnic make up is varied and diverse. There is a large population of Mexican and Southeast Asian immigrants. According to school district records, there were 7,230 students enrolled in the district as of May 7, 1996. These included 3,917 elementary age students and 3, 313 secondary students (L. Varner, personal communication, May 14, 1996).

The senior high school where the study was conducted had an enrollment of 1,600 in the spring of 1996. There were 111 teachers/counselors employed within the school. The ethnic breakdown of the school was: 8 American Indian; 88 Asian/South Pacific; 26 Black; 490 Hispanic; and 968 White. There were 304 seniors, 296 juniors, 448 sophomores, and 528 freshmen (L. Varner, personal communication, May 14, 1996).

Subjects

The subjects selected for this study were students enrolled in the senior high school. The instruments were given during a school-wide advisor base session. The personnel of 111 advisor bases were asked to participate. Advisors were given an instruction sheet (see Appendix B) to read to their advisees explaining the reason for the survey, that participation was voluntary, and that results of individual questionnaires would be confidential. The advisors were instructed to read the directions for the demographic sheet aloud prior to implementation. The researcher surveyed a total of 1,104 students. The researcher eliminated 160 surveys which were filled out incorrectly. One hundred forty-three students chose not to participate or were absent. There were 801 surveys filled out correctly and used in the study. English as Second Language students, as well as self-contained Special Education Students were not included in the sampling frame.

Instrumentation

The instruments employed were developed by the researcher for the purpose of the study. The instruments consisted of a Demographics Questionnaire (see Appendix C), and the Date Selection Inventory (see Appendix D).

Demographics Questionnaire. The Demographics Questionnaire (Appendix C) consisted of the following 5 items: gender, age, nationality, relationship status, and family status. The instrument was administered according to a set of standardized instructions (Appendix B).

Date Selection Inventory. The Date Selection Inventory (Appendix D) contained 33 items, of which 30 were selected directly or adapted from Roscoe et al. (1987) and Martin's (1994) research findings. The remaining 3 items were written by the researcher. The instrument consisted of 4 subscales, modeled after Roscoe et al. The Date Selection

Inventory consisted of the following subscales, items (see Appendix E), and possible scores:

Personality subscale, 11 items; 1.) is caring, 2.) has sense of humor, 3.) is responsible/dependable, 4.) is honest/open with you, 5.) has same friends, 6.) sets goals for the future, 7.) seeks your approval, 8.) tells you what you do right, 9.) accepts you as you are, 10.) is understanding, and 11.) trusts you (possible scores, 11-55);

Physical subscale, 11 items; 1.) is attractive, 2.) is the right height, 3.) is same age as you, 4.) is intelligent, 5.) is sexually active, 6.) is not physically handicapped, 7.) is not overweight, 8.) does not do drugs/alcohol, 9.) has good hygiene habits, 10.) has straight teeth, and 11.) is same nationality/ethnicity as you (possible scores, 11-55);

Prestige subscale, 11 items; 1.) owns car, 2.) lives in nice neighborhood, 3.) works at a high paying job, 4.) has money to spend, 5.) is college-bound, 6.) is popular, 7.) dresses fashionably, 8.) has own bank account, 9.) has own phone line, 10.) pays date expenses, and 11.) has own credit cards (possible scores, 11-55);

Total, 33 items; 1.) is caring, 2.) owns car, 3.) is attractive, 4.) has sense of humor, 5.) lives in nice neighborhood, 6.) works at a high paying job, 7.) is the right height, 8.) is responsible/dependable, 9.) has money to spend, 10.) is same age as you, 11.) is honest/open with you, 12.) is college-bound, 13.) is popular, 14.) is intelligent, 15.) dresses fashionably, 16.) is sexually active, 17.) has same friends, 18.) is not physically handicapped, 19.) sets goals for the future, 20.) seeks your approval, 21.) tells you what you do right, 22.) is not overweight, 23.) has own bank account, 24.) does not do drugs/alcohol, 25.) accepts you as you are, 26.) has own phone line, 27.) has good hygiene habits, 28.) has straight teeth, 29.) pays date expenses, 30.) is understanding, 31.) is same nationality as you, 32.) has own credit cards, 33.) trusts you (possible scores, 33 - 165).

Students were asked to rate the items on a five point Likert-type scale, with responses varying from 1, "Little or No Importance," to 5, "Great or Extreme Importance." Scoring consisted of summing the rating of items on each scale. The instrument was administered according to a set of standardized instructions (Appendix B).

Design and Data Collecting Procedures

A status survey factorial design was employed. The following independent variables were investigated: gender, age, nationality, relationship status, and family status. The dependent variables regarding the date selection process were also employed: Personality, Physical, Prestige, and Total of a date (Appendix E).

Permission was given to the researcher from the building principal to conduct the survey during an advisor base session (Appendix A). Prior to administering the status survey, the researcher distributed written instructions to the 111 advisors (Appendix B) regarding the purpose of the survey, and how to fill out the Demographic Sheet (Appendix C) and Date Selection Inventory (Appendix D). The researcher also distributed the appropriate number of questionnaires with the instruction sheet to the advisor bases.

The present researcher examined each copy of the returned questionnaires to determine usability. The research was based upon 801 correctly completed questionnaires. The demographic information on copies of the questionnaire were coded for main frame computer analysis by personnel at the computing center at Fort Hays State University.

The following designs were used with each of the composite null hypotheses:

composite null hypothesis number 1, a 2 x 5 x 4 factorial design,

composite null hypothesis number 2, a 2 x 5 x 5 factorial design,

composite null hypothesis number 3, a 5 x 4 x 6 factorial design,

composite null hypothesis number 4, a 2 x 4 x 6 factorial design, and

composite null hypothesis number 5, a 6 x 2 x 4 factorial design.

All hypothesis were tested at the .0500 level of significance.

Data Analysis

The following were compiled:

1.) appropriate descriptive statistics,

2.) three-way analysis of variance (general linear model),

3.) Bonferroni (Dunn) t-test for means, and

4.) Duncan multiple range test for means.

Results

The purpose of the researcher was to investigate adolescent date selection. The following independent variables were investigated: gender, age, nationality, relationship status, and family structure. The dependent variables were scores from the following subscales of the Date Selection Inventory (Appendix E): Personality, Physical, Prestige, and Total. The sample consisted of 801 high school students. Five composite null hypotheses were tested at the .0500 level of significance, using a three-way analysis of variance (general linear model). The following designs were employed with the composite null hypotheses:

1. composite null hypothesis number 1, a 2 x 5 x 4 factorial design;
2. composite null hypothesis number 2, a 2 x 5 x 5 factorial design;
3. composite null hypothesis number 3, a 5 x 4 x 6 factorial design;
4. composite null hypothesis number 4, a 2 x 4 x 6 factorial design; and
5. composite null hypothesis number 5, a 6 x 2 x 4 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Date Selection Inventory scores for adolescents according to gender,

age, and nationality would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following were cited in Table 1: variables, group sizes, means, standard deviations, F values, and p levels.

Table 1: A Comparison of Mean Date Selection Inventory Scores for Adolescents According to Gender, Age, and Nationality Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Personality **			
Gender (A)					
Male	402	42.2	5.95	0.23	.6318
Female	399	44.0	5.63		
Age (B)					
14-Under	39	44.4	6.83		
15	231	43.5	6.05		
16	250	42.9	5.90	0.52	.7242
17	169	43.1	5.44		
18-Above	112	42.3	5.56		
Nationality (C)					
Hispanic	240	42.6	6.28		
Asian/Pacific	40	43.4	5.68	1.77	.1522
Caucasion	472	43.5	5.40		
Other	49	41.8	7. 69		
		Interactions			
		A x B		2.58	.0365
		A x C		0.64	.5908
		B x C		0.90	.5595
		A x B x C		0.62	.8135

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Physical			
Gender (A)					
Male	402	34.6[a]	7.53	19.92	.0001
Female	399	30.7[b]	6.81		
Age (B)					
14-under	39	33.6	7.50		
15	231	33.6	7.71	1.48	.2049
16	250	32.5	7.54		
17	169	32.0	7.16		
18-Above	112	31.5	8.90		
Nationality (C)					
Hispanic	240	32.3[b]	7.76		
Asian/Pacific	40	35.5[a]	7.25	3.42	.0169
Caucasian	272	32.7	7.17		
Other	49	31.1[b]	8.10		
		Interactions			
		A x B		1.02	.3967
		A x C		0.69	.5560
		B x C		1.40	.1590
		A x B x C		0.73	.7131

(continued)

Table 1 (continued)

Variable	n	M	s	F value	p level
		Prestige			
Gender (A)					
Male	402	28.4[g]	8.15	6.03	.0143
Female	399	28.0[h]	7.74		
Age (B)					
14-Under	39	29.8[d]	9.07		
15	231	29.5	8.23		
16	250	27.3[e]	7.21	3.49	.0078
17	169	27.5	8.32		
18-Above	112	27.7	7.61		
Nationality (C)					
Hispanic	240	28.1[a]	8.69		
Asian/Pacific	40	33.9[b]	7.64	5.77	.0007
Caucasian	472	27.7[a]	7.33		
Other	49	28.3[a]	8.50		
		Interactions			
		A x B		1.56	.1843
		A x C		1.09	.3537
		B x C		2.25	.0084
		A x B x C		0.85	.5923

(continued)

Table 1 (continued)

Variables	n	M	s	F value	p level
		Total			
Gender (A)					
Male	402	102.3[a]	17.79		
Female	399	99.3[b]	16.86	9.71	.0019
Age (B)					
14 and under	39	104.7[d]	17.73		
15	231	103.5[de]	18.16		
16	250	99.7[ef]	15.57	2.47	.0435
17	169	99.5[ef]	17.33		
18 and older	112	98.4[f]	16.88		
Nationality					
Hispanic	240	100.1[a]	19.26		
Asian/Pacific	40	110.1[b]	17.79		
Caucasian	472	100.6[a]	16.05	4.16	.0061
Other	49	98.2[a]	18.00		
		Interactions			
		A x B		2.19	.0686
		A x C		1.02	.3817
		B x C		1.48	.1274
		A x B x C		0.88	.5590

*The larger the value the more important the attribute.

** The possible scores and theoretical means are the following: Personality subscale (11-55, 27.5); Physical subscale (11-55, 27.5); Prestige subscale (11-55, 27.5); and Total subscale (33-165, 82.5).

ab The difference is statistically significant at the .0500 level according to Bonferonni (Dunn) t test for means.

def Means with different notations are statistically significant at the .0500 level according to Duncan's multiple-range test for means.

gh The difference is statistically significant at the .0500 level.

Ten of the 28 p values were statistically significant at the .0500 level; therefore, the null hypotheses for these comparisons were rejected. Eight of the statistically significant comparisons were for main effects. The following main effects were statistically significant at the .0500 level:

1.) the independent variable gender for the dependent variable Physical,

2.) the independent variable nationality for the dependent variable Physical,

3.) the independent variable gender for the dependent variable Prestige,

4.) the independent variable age for the dependent variable Prestige,

5.) the independent variable nationality for the dependent variable Prestige,

6.) the independent variable gender for the dependent variable Total,

7.) the independent variable age for the dependent variable Total, and

8.) the independent variable nationality for the dependent variable Total.

The results cited in Table 1 indicated the following for main effects:

1.) male high school students rated Physical statistically higher than female high school students;

2.) Asian/Pacific male high school students rated Physical statistically higher than Hispanic and those of Other nationality;

3.) male high school students rated Prestige statistically higher than female high school students;

4.) high school students 14 years of age and younger rated Prestige statistically higher than those 16 years of age;

5.) Asian/Pacific high school students rated Prestige statistically higher than all other nationality groups;

6.) male high school students rated Total statistically higher than female students;

7.) high school students 14 years of age and younger rated Total higher than those 16 plus years of age, and those 15 years of age rated Total higher than those students 18 years of age and older;

8.) Asian /Pacific students rated Total statistically higher than all other nationality groups.

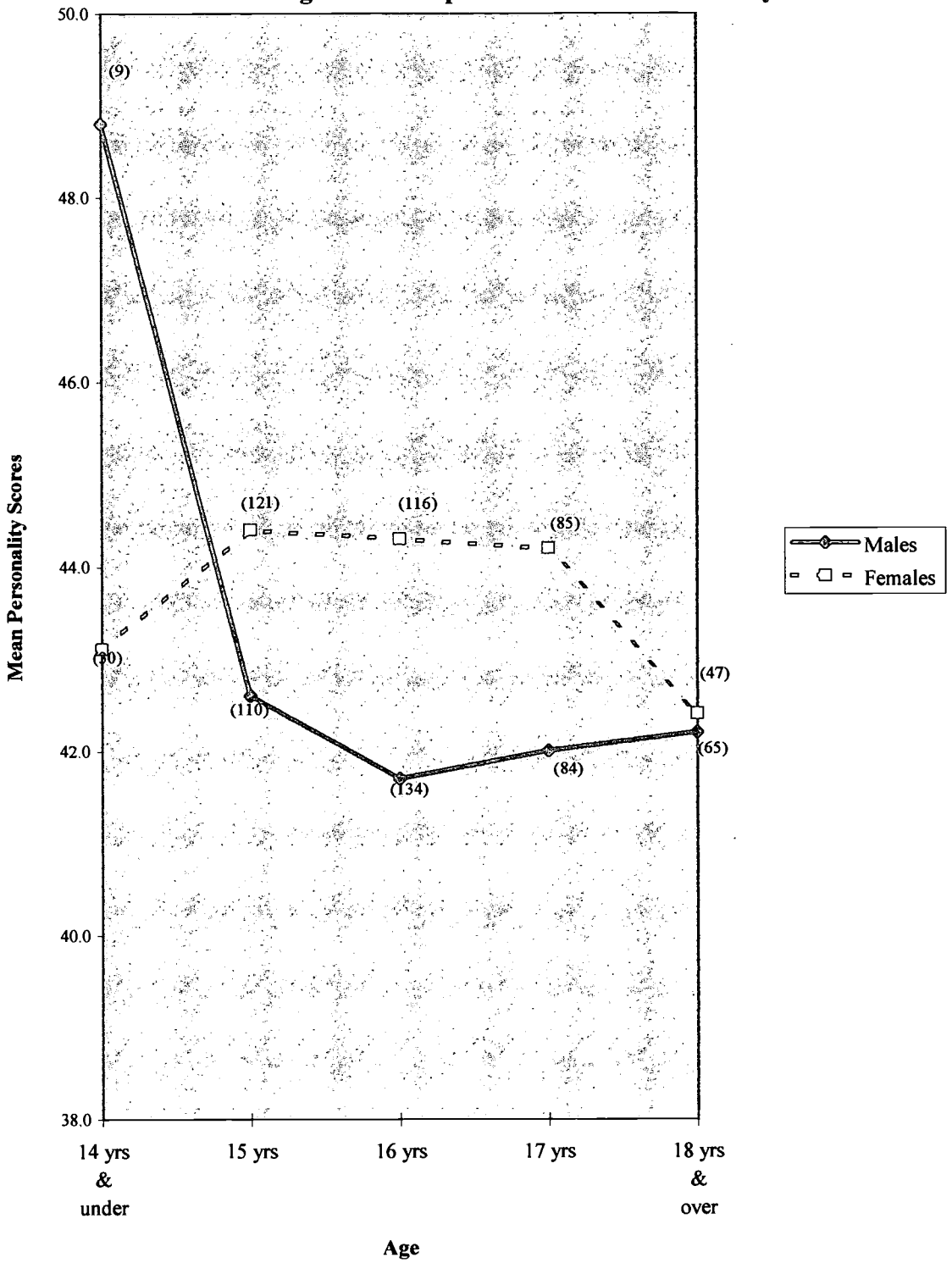
Two of the statistically significant comparisons were for interactions. The following interactions were statistically significant at the .0500 level:

1.) the independent variables gender and age for the dependent variable Personality; and

2.) the independent variables age and nationality for the dependent variable Prestige.

The interaction between gender and age for the dependent variable Personality was depicted in a profile plot. Figure 1 contains mean Personality scores and curves for gender.

Figure 1: The Interaction Between the Independent Variables Gender and Age for the Dependent Variable Personality.

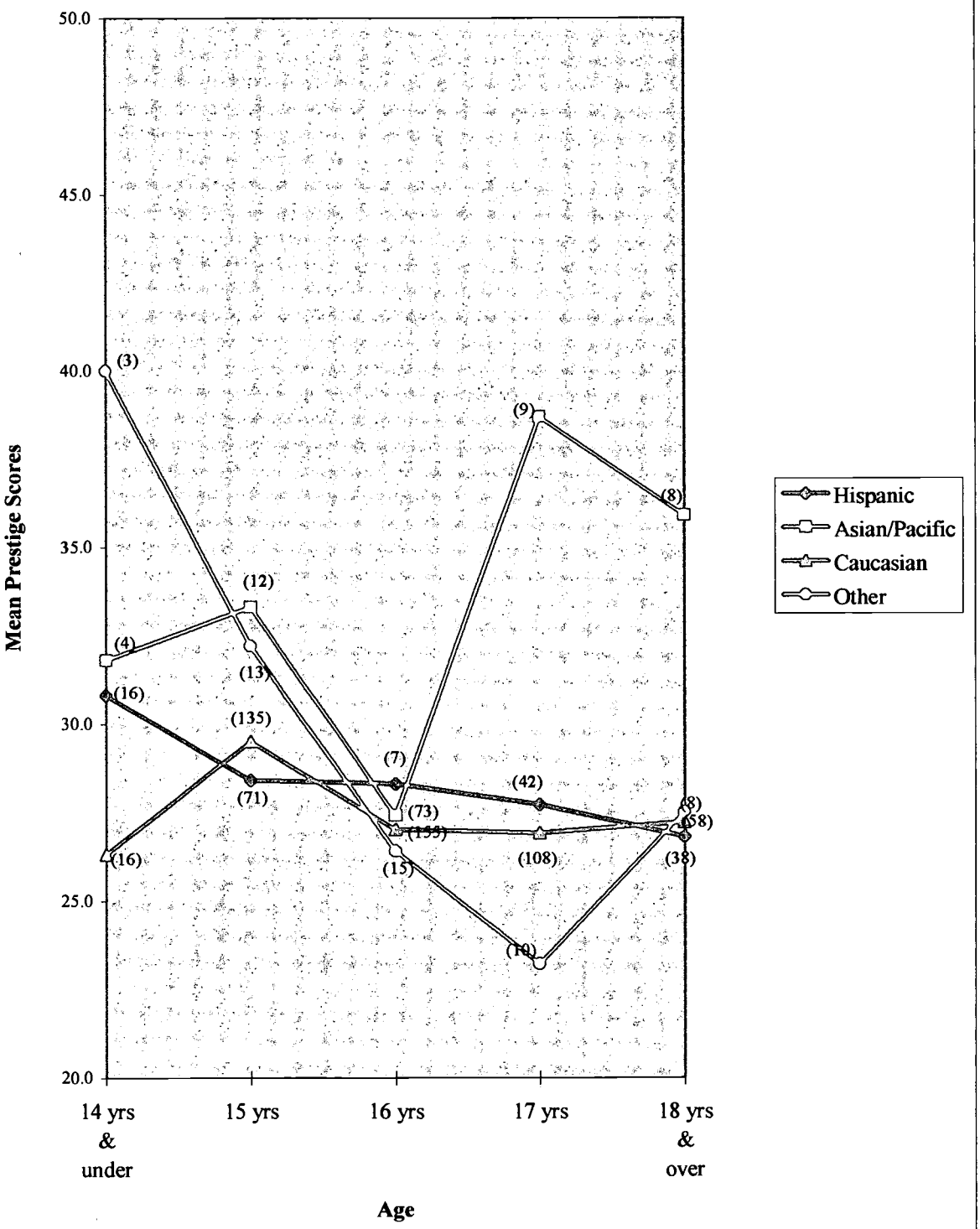


The interaction between gender and age for the dependent variable Personality was disordinal. The results cited in Figure 1 indicated the following :

1. male high school students age 14 and younger had numerically the highest mean Personality score of any subgroup; and
2. male high school students age 16 had numerically the lowest mean Personality score of any subgroup.

The interaction between the independent variables age and nationality for the dependent variable Prestige was depicted in a profile plot. Figure 2 contains mean Prestige scores and curves for nationality.

Figure 2: The Interaction Between the Independent Variables Age and Nationality for the Dependent Variable Prestige.



The interaction between age and nationality for the dependent variable Prestige was disordinal. The results cited in Figure 2 indicated the following:

1. high school students who were Other nationality age 14 and under, and Asian/Pacific students age 17 had numerically the highest mean Prestige scores of any subgroups;
2. high school students who were Other nationality age17 had numerically the lowest mean Prestige scores of any subgroup; and
3. high school students who were Hispanic, Caucasian, and Other nationality, age 18 and over had numerically similar mean Prestige scores.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Date Selection Inventory scores for adolescents according to gender, age, and relationship status would not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following were cited in Table 2: variables, group sizes, means, standard deviations, F values, and p levels.

Table 2: A Comparison of Mean Date Selection Inventory Scores for Adolescents According to Gender, Age, and Relationship Status Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Personality**			
Gender (A)					
Male	402	42.2	5.95		
Female	399	44.0	5.63	0.17	.6759
Age (B)					
14-Under	39	44.4	6.83		
15	231	43.5	6.05		
16	250	42.9	5.90	0.82	.5139
17	169	43.1	5.44		
18-Above	112	42.3	5.56		
Relationship Status (D)					
Never Dated	89	41.8[g]	6.45		
Not Dating	290	42.9	5.65		
Casually Dating	161	42.4	6.58	2.76	.0266
Exclusively Dating	248	44.3[h]	4.81		
Married/ Living Together	13	43.2	10.51		
		Interactions			
		A x B		2.36	.0518
		A x D		0.14	.9659
		B x D		1.77	.0305
		A x B x D		0.73	.7383

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Physical			
Gender (A)					
Male	402	34.6[a]	7.53	16.33	.0001
Female	399	30.7[b]	6.81		
Age (B)					
14-Under	39	33.6	7.50		
15	231	33.6	7.71		
16	250	32.5	7.54	0.88	.4775
17	169	32.0	7.16		
18-Above	112	31.5	6.90		
Relationship Status (D)					
Never Dated	89	32.1	7.30		
Not Dating	290	33.6	7.17		
Casually Dating	161	34.0	7.57	2.16	.0720
Exclusively Dating	248	31.0	7.24		
Married/Living Together	13	30.2	10.36		
		Interactions			
		A x B		2.47	.0434
		A x D		0.92	.4525
		B x D		0.58	.8969
		A x B x D		1.29	.2135

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Prestige			
Gender (A)					
Male	402	28.4	8.15	1.81	.1794
Female	399	28.0	7.74		
Age (B)					
14-Under	39	29.8	9.07		
15	231	29.5	8.23		
16	250	27.3	7.21	1.29	.2711
17	169	27.5	8.32		
18-Above	112	27.7	7.61		
Relationship Status (D)					
Never Dated	89	27.2[a]	8.14		
Not Dating	290	29.0	7.44		
Casually Dating	161	29.6	8.48	4.86	.0007
Exclusively Dating	248	26.4[a]	7.49		
Married/Living Together	13	31.8[b]	12.03		
		Interactions			
		A x B		2.77	.0265
		A x D		0.42	.7909
		B x D		0.71	.7866
		A x B x D		2.26	.0064

(continued)

Table 2 (continued)

Variable	n	M	s	F value	p level
		Total			
Gender (A)					
Male	402	102.3[a]	17.79	5.65	.0177
Female	399	99.3[b]	16.86		
Age (B)					
14 - under	39	104.7	17.73		
15	234	103.5	18.16		
16	250	99.7	16.53	1.39	.2373
17	169	99.5	17.33		
18 - above	112	98.4	16.88		
Relationship Status (D)					
Never Dated	89	98.2	18.30		
Not Dating	290	102.4	16.35		
Casually Dating	161	103.2	19.07	1.61	.1679
Exclusively Dating	248	98.2	16.35		
Married/ Living Together	13	102.8	24.04		
		Interactions			
		A x B		2.99	.0183
		A x D		0.50	.7359
		B x D		0.70	.7957
		A x B x D		1.76	.0459

* The larger the value the more important the attribute.

** The possible scores and theoretical means are the following: Personality (11-55, 27.5); Physical (11-55, 27.5); Prestige(11-55, 27.5); and Total (33-165, 82.5).

ab The difference is statistically significant at the .0500 level according to Bonferonni (Dunn) t test for means.

gh The difference is statistically significant at the .0500 level.

Ten of the 28 p values were statistically significant at the .0500 level; therefore, the null hypotheses for these comparisons were rejected. Four of the statistically significant comparisons were for main effect. The following main effects were statistically significant at the .0500 level:

1. the independent variable relationship status and dependent variable Personality;
2. the independent variable gender and the dependent variable Physical (recurring, Table 1);
3. the independent variable relationship status and the dependent variable Prestige, and
4. the independent variable gender and the dependent variable Total (recurring, Table 1).

The results cited in Table 2 indicated the following for main effects:

1.) high school students who were exclusively dating had a statistically higher mean Personality score than those students who reported they had never dated, and;

2.) high school students who were married/living together had a statistically higher mean Prestige score than those who had never dated and those who were exclusively dating.

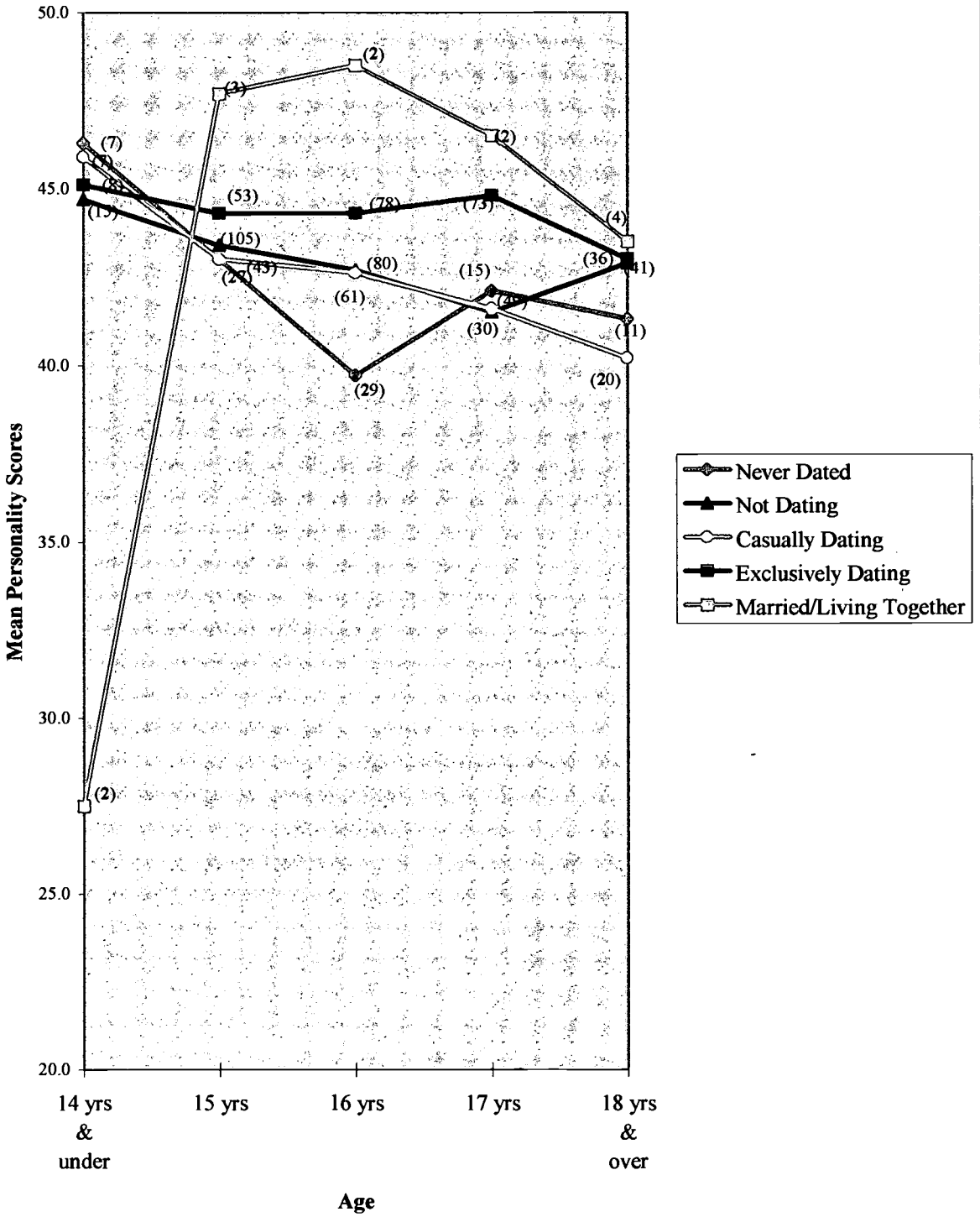
Six of the 10 statistically significant comparisons were for interactions. The following interactions were statistically significant at the .0500 level:

1. the independent variables age and relationship status for the dependent variable Personality;
2. the independent variables gender and age for the dependent variable Physical;
3. the independent variables gender and age for the dependent variable Prestige;
4. the independent variables gender, age, and relationship status, for the dependent variable Prestige;

5. the independent variables gender and age for the dependent variable Total; and
6. the independent variables gender, age, and relationship status for the dependent variable Total.

The interaction between age and relationship status for the dependent variable Personality was depicted in a profile plot. Figure 3 contains mean Personality scores and curves for relationship status.

Figure 3: The Interaction Between the Independent Variables Age and Relationship Status for the Dependent Variable Personality.

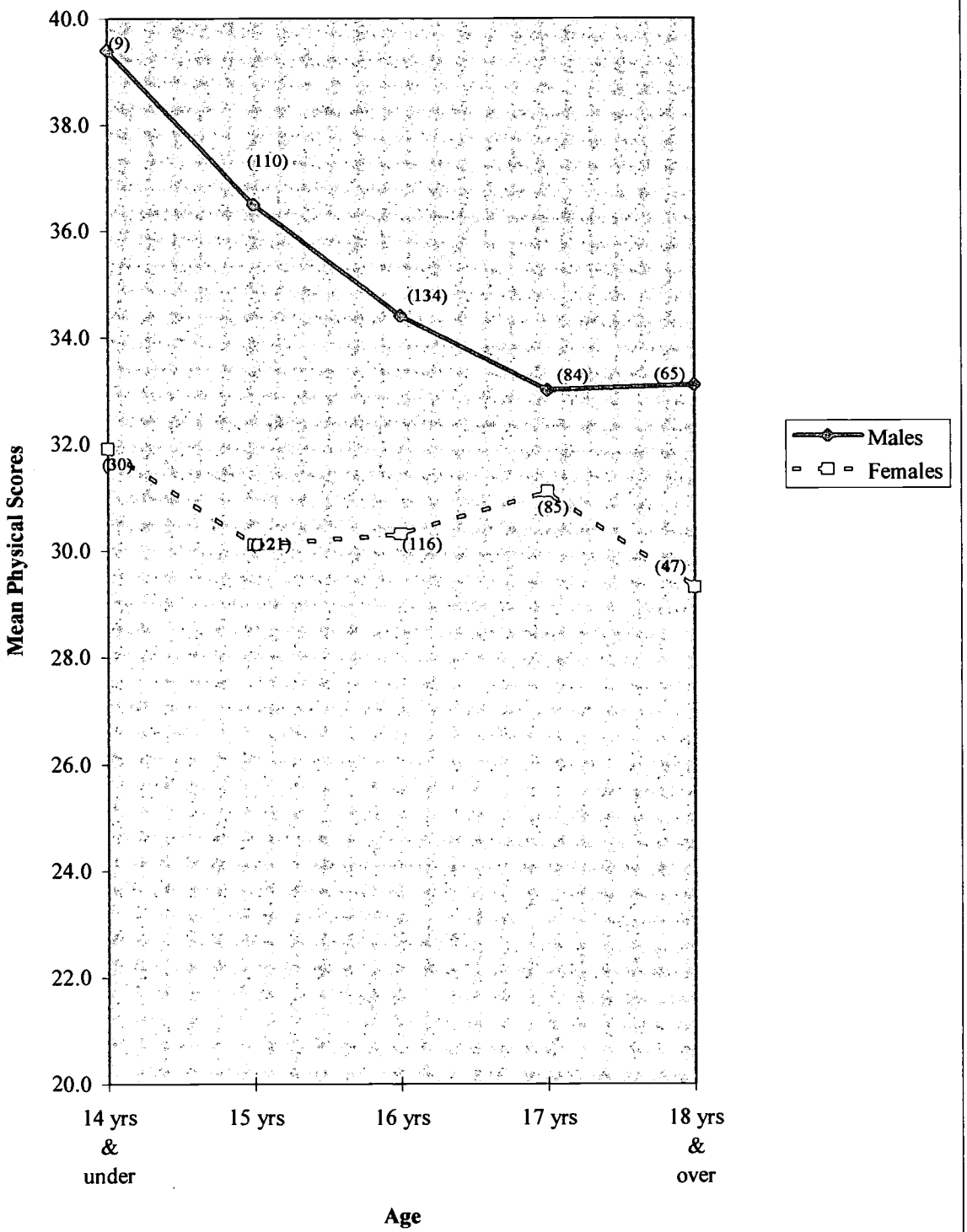


The interaction between age and relationship status for the dependent variable Personality was disordinal. The results cited in Figure 3 indicated the following:

1. high school students married/living together age 15 and 16 rated Personality numerically the highest of any subgroups; and
2. high school students 14 years of age and younger, married/living together, and students 16 years of age who have never dated rated Personality numerically the lowest of any subgroups.

The interaction between gender and age for the dependent variable Physical was depicted in a profile plot. Figure 4 contains mean Physical scores and curves for gender.

Figure 4: The Interaction Between the Independent Variables Gender and Age for the Dependent Variable Physical.

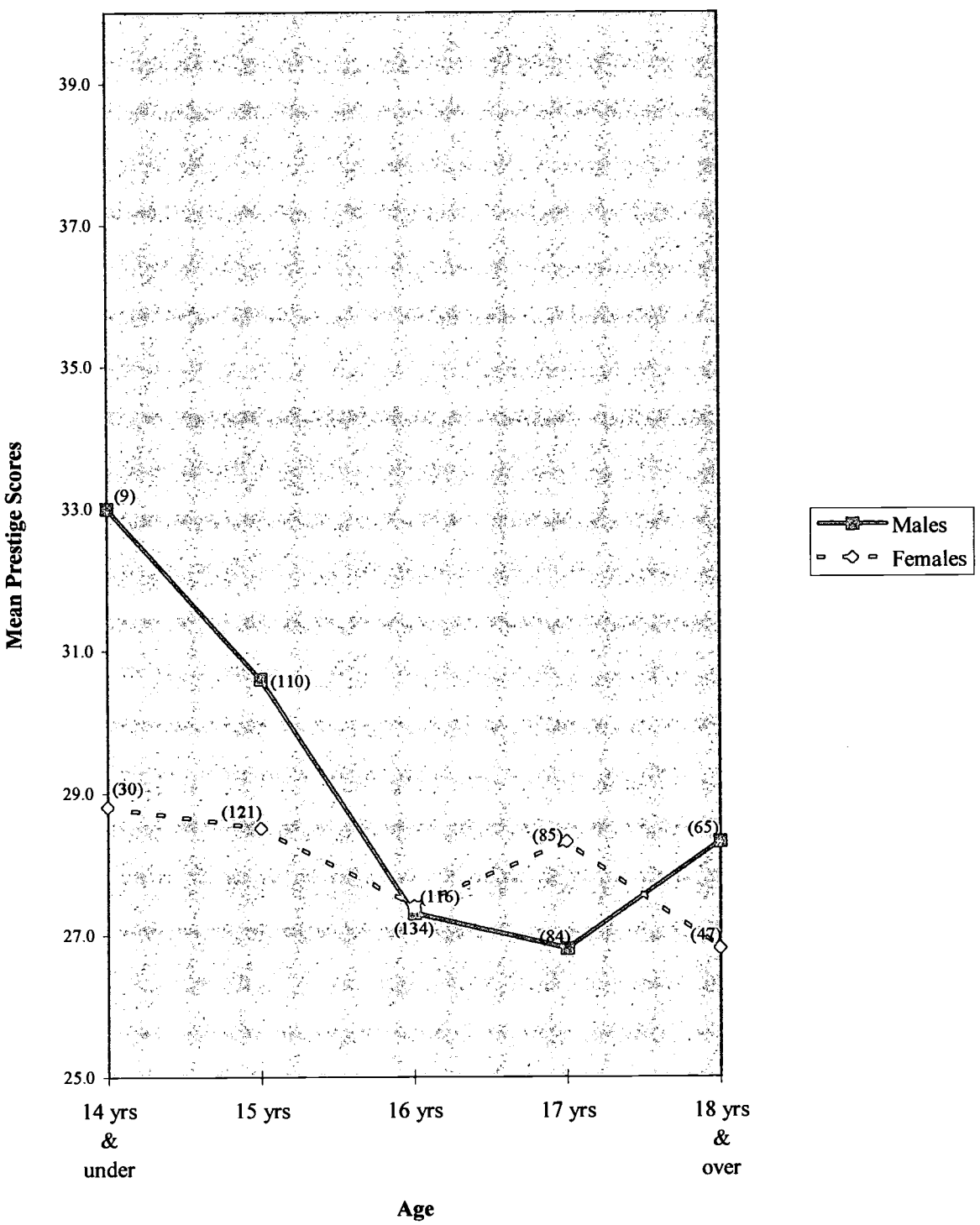


The interaction between gender and age for the dependent variable Physical was ordinal. The results cited in Figure 4 indicated the following:

1. high school male students at all age levels rated Physical numerically higher than females; and
2. female high school students age 18 and over rated Physical numerically lower than any other subgroup.

The interaction between gender and age for the dependent variable Prestige was depicted in a profile plot. Figure 5 contains mean Prestige scores and curves for gender.

Figure 5: The Interaction Between the Independent Variables Gender and Age for the Dependent Variable Prestige.

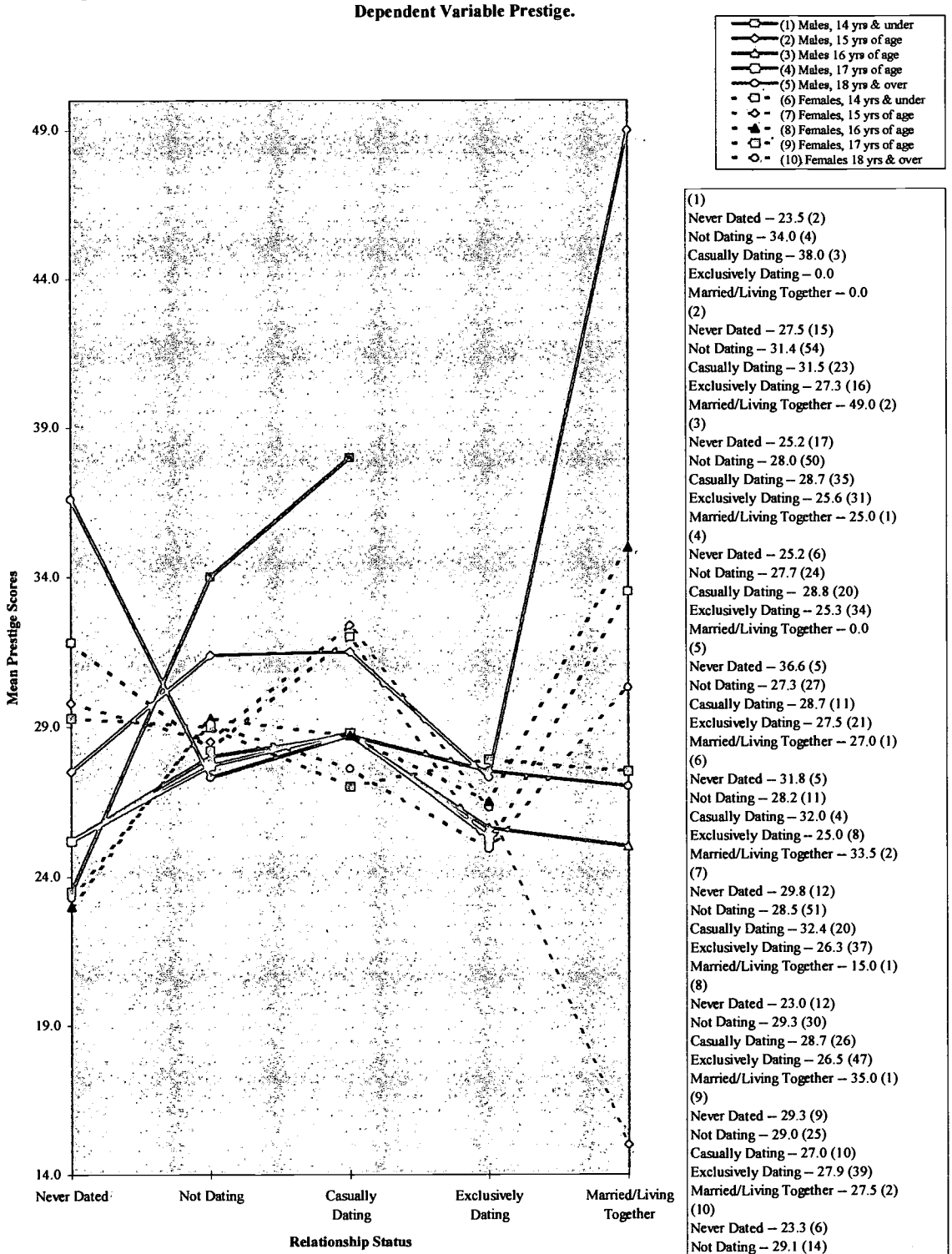


The interaction between gender and age for the dependent variable Prestige was disordinal. The results cited in Figure 5 indicated the following:

1. male high school students age 14 and younger rated Prestige numerically higher than any other subgroup;
2. female high school students age 18 and older, and 17 year old males rated Prestige numerically lower than any other subgroup; and
3. male and female high school students age 16 rated Prestige the same.

The interaction among gender, age, and relationship status for the dependent variable Prestige was depicted in a profile plot. Figure 6 contains mean Prestige scores and curves for gender and age.

Figure 6: The Interaction Among the Independent Variables Gender, Age, and Relationship Status for the Dependent Variable Prestige.



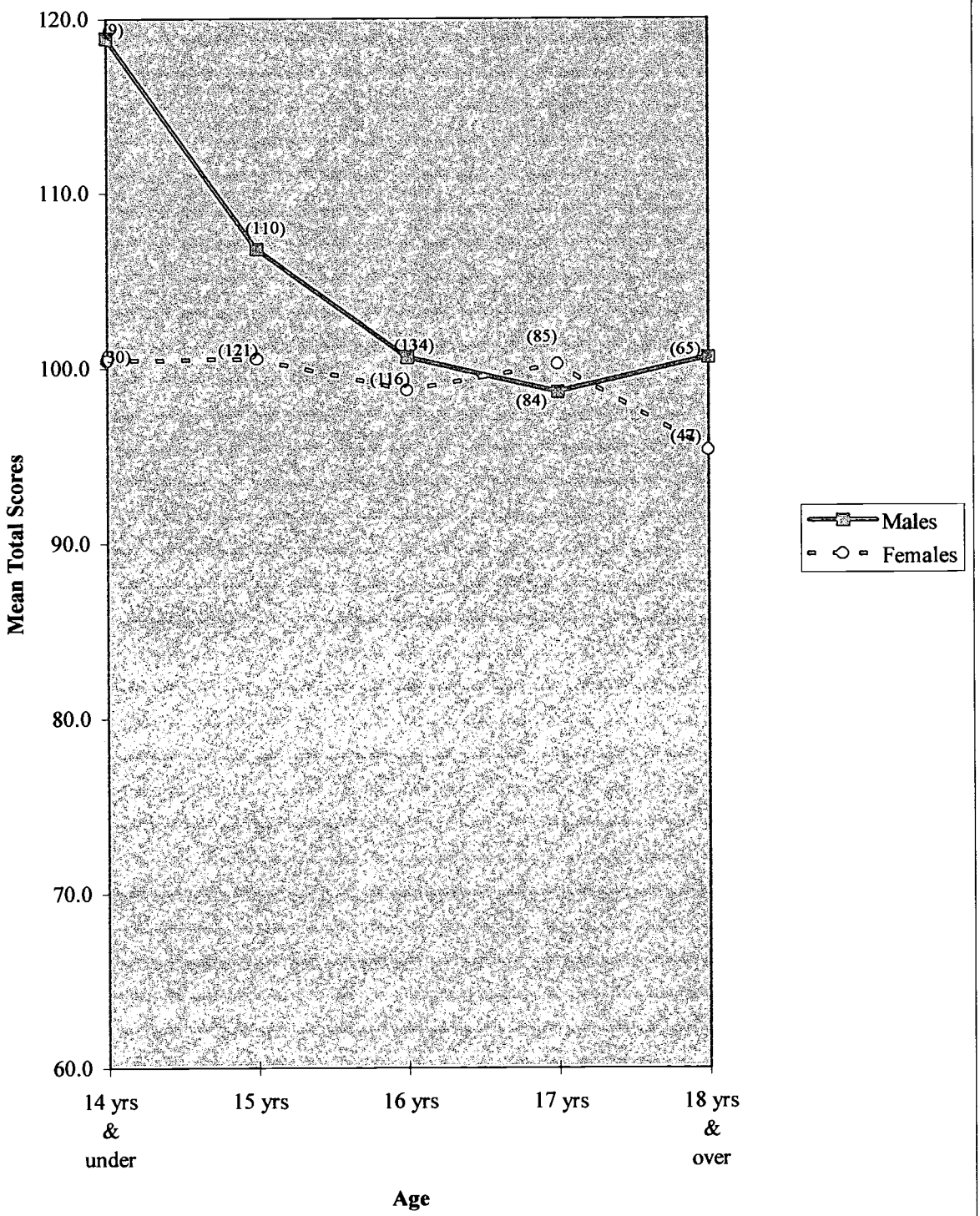
(1)
Never Dated – 23.5 (2)
Not Dating – 34.0 (4)
Casually Dating – 38.0 (3)
Exclusively Dating – 0.0
Married/Living Together – 0.0
(2)
Never Dated – 27.5 (15)
Not Dating – 31.4 (54)
Casually Dating – 31.5 (23)
Exclusively Dating – 27.3 (16)
Married/Living Together – 49.0 (2)
(3)
Never Dated – 25.2 (17)
Not Dating – 28.0 (50)
Casually Dating – 28.7 (35)
Exclusively Dating – 25.6 (31)
Married/Living Together – 25.0 (1)
(4)
Never Dated – 25.2 (6)
Not Dating – 27.7 (24)
Casually Dating – 28.8 (20)
Exclusively Dating – 25.3 (34)
Married/Living Together – 0.0
(5)
Never Dated – 36.6 (5)
Not Dating – 27.3 (27)
Casually Dating – 28.7 (11)
Exclusively Dating – 27.5 (21)
Married/Living Together – 27.0 (1)
(6)
Never Dated – 31.8 (5)
Not Dating – 28.2 (11)
Casually Dating – 32.0 (4)
Exclusively Dating – 25.0 (8)
Married/Living Together – 33.5 (2)
(7)
Never Dated – 29.8 (12)
Not Dating – 28.5 (51)
Casually Dating – 32.4 (20)
Exclusively Dating – 26.3 (37)
Married/Living Together – 15.0 (1)
(8)
Never Dated – 23.0 (12)
Not Dating – 29.3 (30)
Casually Dating – 28.7 (26)
Exclusively Dating – 26.5 (47)
Married/Living Together – 35.0 (1)
(9)
Never Dated – 29.3 (9)
Not Dating – 29.0 (25)
Casually Dating – 27.0 (10)
Exclusively Dating – 27.9 (39)
Married/Living Together – 27.5 (2)
(10)
Never Dated – 23.3 (6)
Not Dating – 29.1 (14)
Casually Dating – 27.6 (9)
Exclusively Dating – 24.9 (15)
Married/Living Together – 30.3 (3)

The interaction among gender, age, and relationship status for the dependent variable Prestige was disordinal. The results cited in Figure 6 indicated the following:

1. male high school students age 18 years and older who had never dated, males 14 years of age casually dating, and males 15 years of age married/living together rated Prestige higher than any other subgroups; and
2. female high school students ages 16 and 18 who had never dated and those 15 years of age married/living together had numerically the lowest mean Prestige scores of any subgroups.

The interaction between gender and age for the dependent variable Total was depicted in a profile plot. Figure 7 contains mean Total scores and curves for gender.

Figure 7: The Interaction Between the Independent Variables Gender and Age for the Dependent Variable Total.

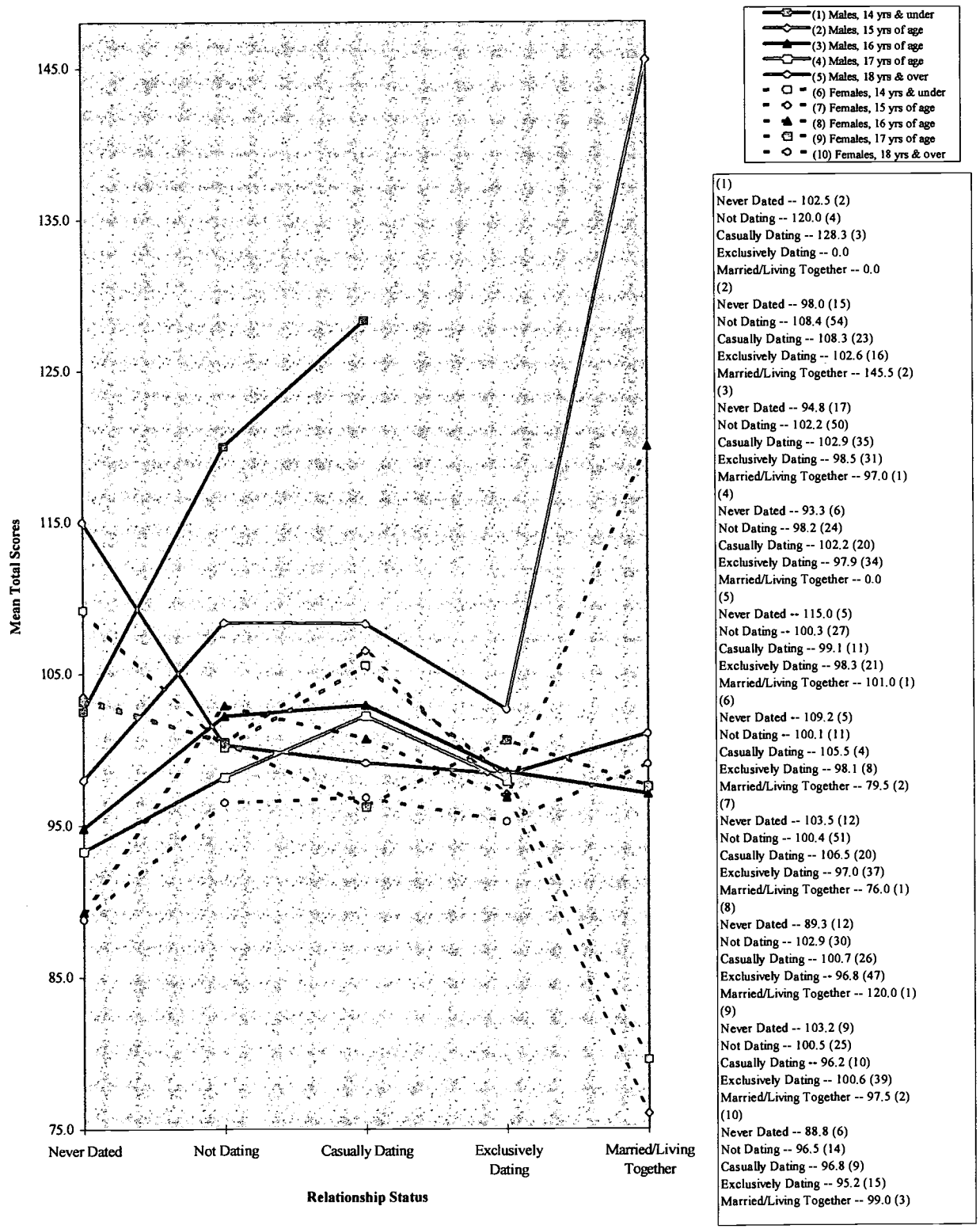


The interaction between gender and age for the dependent variable Total was disordinal. The results cited in Figure 7 indicate the following:

1. male high school students 14 and younger rated Total numerically higher than any other subgroup; and
2. female high school students 18 and older rated Total numerically lower than any other subgroups.

The interaction among gender, age, and relationship status for the dependent variable Total was depicted in a profile plot. Figure 8 contains mean Total scores and curves for gender and age.

Figure 8: The Interaction Among the Independent Variables Gender, Age, and Relationship Status for the Dependent Variable Total.



The interaction among gender, age, and relationship status for the dependent variable Total was disordinal. The results cited in Figure 8 indicated the following:

1. male high school student ages 18 and over who had never dated, those 14 years of age and younger not dating, those 14 years of age and younger casually dating, and those15 years of age married/living together rated Total numerically higher than any other subgroups; and
2. female high school students 14 years of age and under who were married/living together, those age 15 married/living together, those 16 years of age who had never dated and those18 years of age and older who had never dated rated Total numerically lower than any other subgroups.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Date Selection Inventory scores for adolescents according to age, nationality, and relationship status would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following were cited in Table 3: variables, group sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of Mean Data Selection Inventory Scores for Adolescents According to Age, Nationality, and Relationship Status Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Personality**			
Age (B)					
14-under	39	44.4	6.83		
15	231	43.5	6.05		
16	250	42.9	5.90	0.11	.9775
17	169	43.1	5.44		
18-above	112	42.3	5.56		
Nationality (C)					
Hispanic	240	42.6	6.28		
Asian/Pacific	40	43.4	5.68	1.34	.2600
Caucasian	472	43.5	5.40		
Other	49	41.8	7.69		
Relationship Status (D)					
Never Dated	89	41.8	6.45		
Not Dating	290	42.9	5.65		
Casually Dating	161	42.4	6.58	1.44	.2175
Exclusively Dating	248	44.3	4.81		
Married/ Living Together	13	43.2	10.51		
		Interactions			
		B x C		0.89	.5533
		B x D		0.76	.7350
		C x D		1.59	.0975
		B x C x D		1.36	.0941

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Physical			
Age (B)					
14-under	39	33.6	7.50		
15	231	33.6	7.71		
16	250	32.5	7.54	0.89	.4672
17	169	32.0	8.32		
18-above	112	31.5	6.90		
Nationality (C)					
Hispanic	240	32.3	7.76		
Asian/ Pacific	40	35.5[a]	7.25	3.51	.0150
Caucasian	472	32.7	7.17		
Other	49	31.1[b]	8.10		
Relationship Status (D)					
Never Dated	89	32.1	7.30		
Not Dating	290	33.6[d]	7.17		
Casually Dating	162	34.0[d]	7.57	2.57	.0369
Exclusively Dating	248	31.0	7.24		
Married/Living Together	13	30.2[e]	10.36		
		Interactions			
		B x C		1.75	.0526
		B x D		0.85	.6315
		C x D		0.91	.5270
		B x C x D		0.69	.8964

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Prestige			
Age (B)					
14-under	39	29.8	9.07		
15	231	29.5	8.23		
16	250	27.3	7.21	1.87	.1134
17	169	27.5	8.32		
18-above	112	27.7	7.61		
Nationality (C)					
Hispanic	240	28.1[b]	8.69		
Asian/Pacific	40	33.9[a]	7.64	7.66	.0001
Caucasian	472	27.7[b]	7.33		
Other	49	28.3[b]	8.50		
Relationship Status (D)					
Never Dated	89	27.2[a]	8.14		
Not Dating	290	29.0	7.44		
Casually Dating	161	29.6	8.48	3.53	.0073
Exclusively Dating	248	26.4[a]	7.49		
Married/Living Together	13	31.8[b]	12.03		
		Interactions			
		B x C		1.83	.0405
		B x D		0.78	.7094
		C x D		1.62	.0883
		B x C x D		0.88	.6616

(continued)

Table 3 (continued)

Variable	n	M	s	F value	p level
		Total			
Age (B)					
14-under	39	104.7	17.73		
15	231	103.5	18.16		
16	250	99.7	16.57	0.93	.4447
17	169	99.5	17.33		
18-above	112	98.4	16.88		
Nationality (C)					
Hispanic	240	100.1[b]	19.26		
Asian/Pacific	40	110.1[a]	17.79	4.57	.0035
Caucasian	472	100.6[b]	16.05		
Other	49	98.2[b]	18.00		
Relationship Status (D)					
Never Dated	89	98.2	18.30		
Not Dating	290	102.4	16.35		
Casually Dating	161	103.2	19.07	1.97	.0968
Exclusively Dating	248	98.2	16.35		
Married/Living Together	13	102.8	24.04		
		Interactions			
		B x C		1.85	.0375
		B x D		0.89	.5825
		C x D		0.87	.5717
		B x C x D		0.84	.7234

* The larger the value the more important the attribute.

** The possible scores and theoretical means are the following: Personality (11-55; 27.5); Physical (11-55; 27.5); Prestige (11-55; 27.5); and Total (33-165; 82.5).

abThe difference is statistically significant at the .0500 level according to Bonferonni (Dunn) t test for means.

deMeans with different notations are statistically significant at the .0500 level according to Duncan's multiple range test for means.

Seven of the 28 p levels were statistically significant at the .0500 level; therefore, the null hypotheses for these comparisons were rejected. Five of the statistically significant comparisons were for main effects. The following main effects were statistically significant at the .0500 level:

1. the independent variable nationality for the dependent variable Physical (recurring, Table 1);
2. the independent variable relationship status for the dependent variable Physical;
3. the independent variable nationality for the dependent variable Prestige (recurring, Table 1);
4. the independent variable relationship status for the dependent variable Prestige (recurring, Table 2) and;
5. the independent variable nationality for the dependent variable Total (recurring, Table 1).

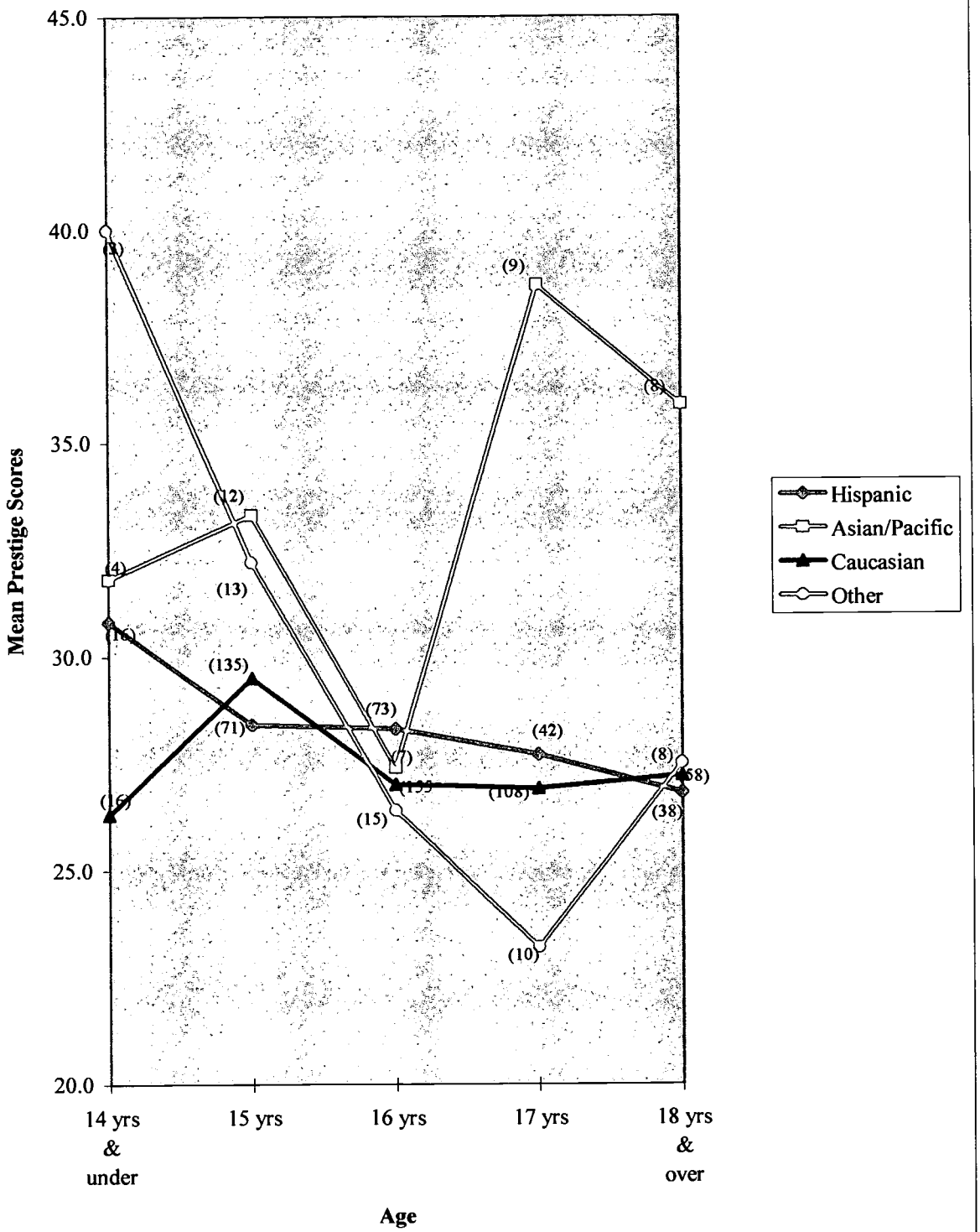
The results cited in Table 3 indicated high school students not dating and those casually dating had a statistically higher mean Physical score than those students who were married/living together.

Two of the 7 statistically significant comparisons were for interactions. The following interactions were statistically significant at the .0500 level;

1. the independent variables age and nationality for the dependent variable Prestige and;
2. the independent variable age and nationality for the dependent variable Total.

The interaction between age and nationality for the dependent variable Prestige was depicted on a profile plot. Figure 9 contains mean Prestige scores and curves for nationality.

Figure 9: The Interaction Between the Independent Variables Age and Nationality for the Dependent Variable Prestige.

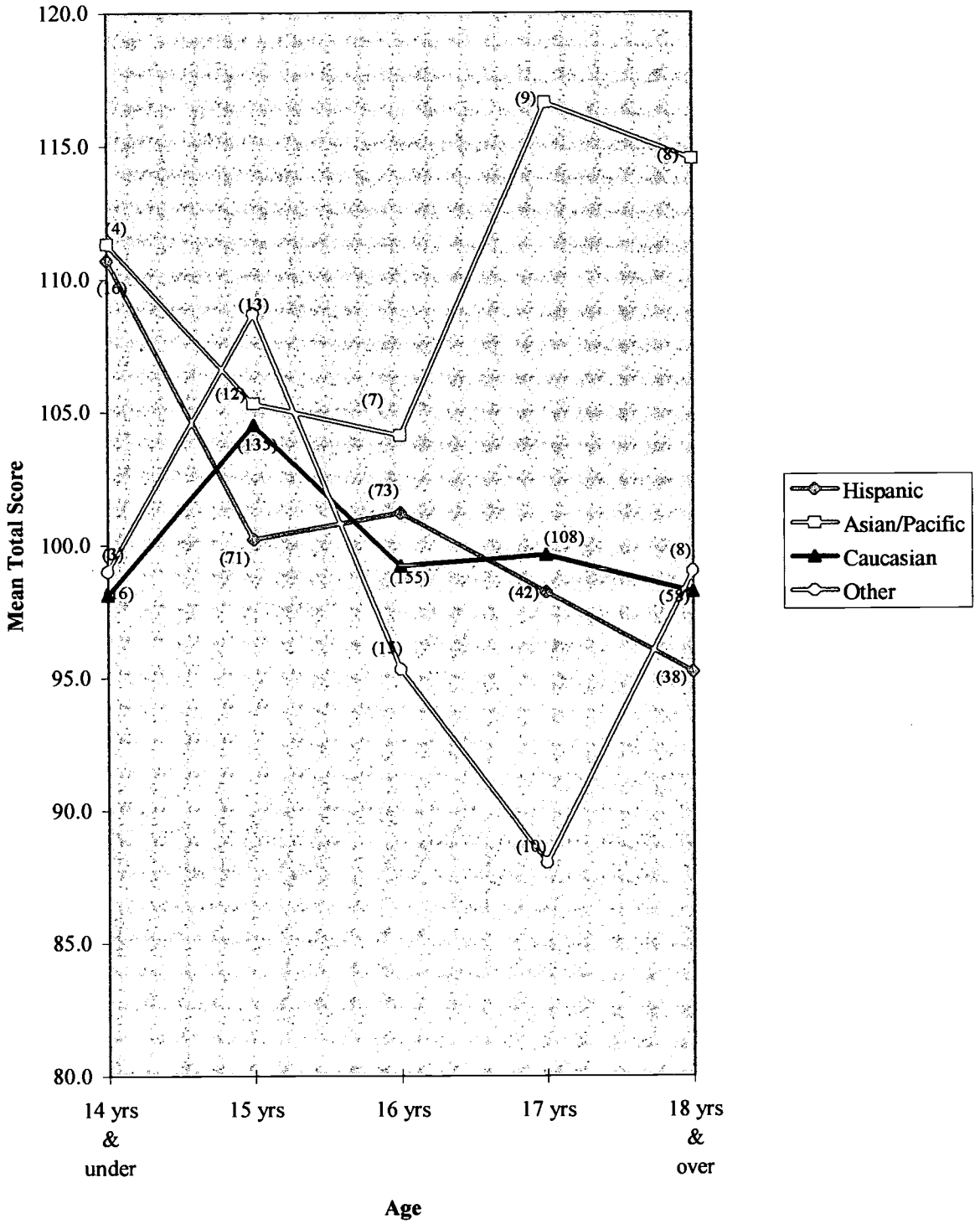


The interaction between age and nationality for the dependent variable Prestige was disordinal. The results cited in Figure 9 indicated the following:

1. high school students of Other nationality 14 years of age and younger, and Asian/Pacific students 17 years of age and older rated Prestige numerically higher than other subgroups; and
2. Caucasian high school students age14 years and younger, and students of Other nationality 16 and 17 years of age rated Prestige numerically lower than any other subgroups.

The interaction between age and nationality for the dependent variable Total was depicted in a profile plot. Figure 10 contains mean Total scores and curves for nationality.

Figure 10: The Interaction Between the Independent Variables Age and Nationality for the Dependent Variable Total.



The interaction between age and nationality for the dependent variable Total was disordinal. The results cited in Figure 10 indicate the following:

1. Asian/Pacific high school students 17 years of age and those 18 years of age and older rated Total numerically higher than any other subgroups; and
2. students of Other nationality 17 years of age rated Total numerically lower than any other subgroup.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean Date Selection Inventory scores for adolescents according to gender, nationality, and relationship status would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following were cited in Table 4: variables, group size, means, standard deviations, F values, and p levels.

Table 4: A Comparison of Mean Date Selection Inventory Scores for Adolescents According to Gender, Nationality, and Relationship Status Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Personality**			
Gender (A)					
Male	402	42.2	5.95	3.21	.0736
Female	399	44.0	5.63		
Nationality (C)					
Hispanic	240	42.6	6.28		
Asian/Pacific	40	43.4	5.68	5.30	.0013
Caucasian	472	43.5[g]	5.40		
Other	49	41.8[h]	7.69		
Relationship Status (D)					
Never Dated	89	41.8[g]	6.45		
Not Dating	290	42.9	5.65		
Casually Dating	161	42.4	6.58	2.80	.0250
Exclusively Dating	248	44.3[h]	4.81		
Married/Living Together	13	43.2	10.51		
		Interactions			
		A x C		0.81	.4873
		A x D		0.41	.7991
		C x D		3.15	.0003
		A x C x D		1.08	.3771

(continued)

Table 4 (continued)

Variables	n	M	s	F value	p level
		Physical			
Gender (A)					
Male	402	34.6[a]	7.53	7.47	.0064
Female	399	30.7[b]	6.81		
Nationality (C)					
Hispanic	240	32.3	7.76		
Asian/Pacific	40	35.5	7.25	2.28	.0778
Caucasian	472	32.7	7.17		
Other	49	31.1	8.10		
Relationship Status (D)					
Never Dated	89	32.1	7.30		
Not Dating	290	33.6	7.17		
Casually Dating	161	34.0	7.57	1.14	.3360
Exclusively Dating	248	31.0	7.24		
Married/Living Together	13	30.2	10.36		
		Interactions			
		A x C		2.11	.0974
		A x D		2.12	.0764
		C x D		1.04	.4045
		A x C x D		0.91	.5123

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
		Prestige			
Gender (A)					
Male	402	28.4[g]	8.15	3.87	.0496
Female	399	28.0[h]	7.74		
Nationality (C)					
Hispanic	240	28.1[a]	8.69		
Asian/Pacific	40	33.9[b]	7.64	7.04	.0001
Caucasian	472	27.7[a]	7.33		
Other	49	28.3[a]	8.50		
Relationship Status (D)					
Never Dated	89	27.2[a]	8.14		
Not Dating	290	29.0	7.44		
Casually Dating	161	29.6	8.48	4.87	.0007
Exclusively Dating	248	26.4[a]	7.49		
Married/Living Together	13	31.8[b]	12.03		
		Interactions			
		A x C		0.54	.6580
		A x D		1.36	.2466
		C x D		1.42	.1604
		A x C x D		0.49	.8809

(continued)

Table 4 (continued)

Variable	n	M	s	F value	p level
		Total			
Gender (A)					
Male	402	102.3	17.79	2.61	.1063
Female	399	99.0	16.86		
Nationality (C)					
Hispanic	240	100.1[a]	19.26		
Asian/Pacific	40	110.1[b]	17.79	3.48	.0155
Caucasian	472	100.6[a]	16.05		
Other	49	98.2[a]	18.00		
Relationship Status (D)					
Never Dated	89	98.2	18.30		
Not Dating	290	102.4	16.35		
Casually Dating	161	103.2	19.07	1.09	.3598
Exclusively Dating	248	98.2	16.35		
Married/Living Together	13	102.8	24.04		
		Interactions			
		A x C		0.66	.5752
		A x D		1.51	.1968
		C x D		0.58	.8499
		A x C x D		0.55	.8356

* The larger the value the more important the attribute.

** The possible scores and theoretical means are the following: Personality (11-55, 27.5); Physical (11-55, 27.5); Prestige (11-55, 27.5); and Total (33- 165; 82.5).

ab The difference is statistically significant at the .0500 level according to Bonferonni (Dunn) t test for means.

gh The difference is statistically significant at the .0500 level.

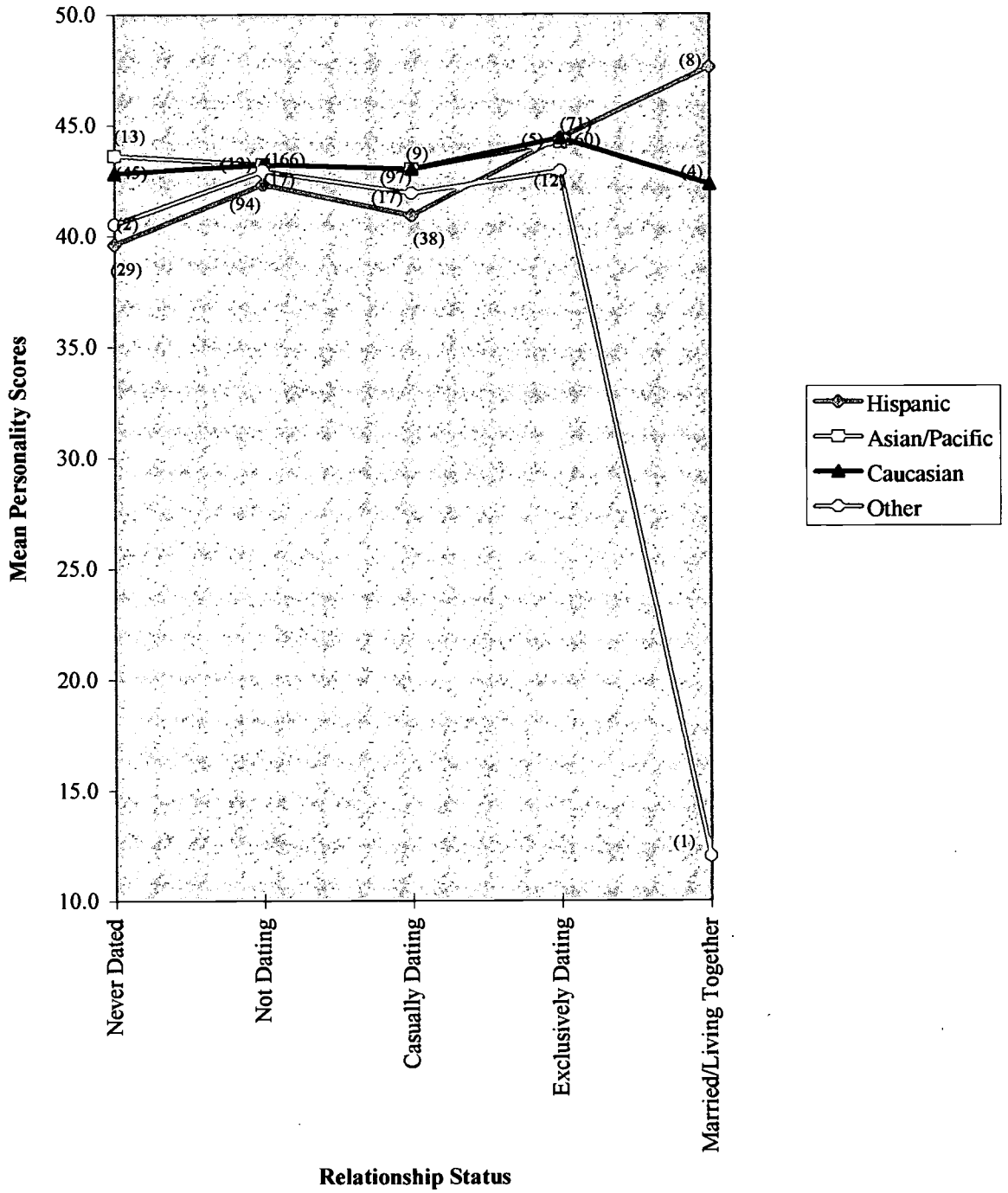
Eight of the 28 p values were statistically significant at the .0500 level; therefore, the null hypotheses for these comparisons were rejected. Seven of the statistically significant comparisons were for main effects. The following main effects were statistically significant at the .0500 level:

1. the independent variable nationality and the dependent variable Personality;
2. the independent variable relationship status and the dependent variable Personality (recurring, Table 2);
3. the independent variable gender and the dependent variable Physical (recurring, Table 1);
4. the independent variable gender and the dependent variable Prestige (recurring, Table 1);
5. the independent variable nationality and the dependent variable Prestige (recurring, Table 1);
6. the independent variable relationship status and the dependent variable Prestige (recurring, Table 2); and
7. the independent variable nationality and the dependent variable Total (recurring, Table 1).

The results cited in Table 4 indicated Caucasian high school students had a statistically higher mean Personality score than those of Other nationality.

One of the eight statistically significant comparisons was for the interaction between nationality and relationship status for the dependent variable Personality. The interaction between nationality and relationship status for the dependent variable Personality was depicted in a profile plot. Figure 11 contains mean Personality scores and curves for nationality.

Figure 11: The Interaction Between the Independent Variables Nationality and Relationship Status for the Dependent Variable Personality.



The interaction between nationality and relationship status for the dependent variable Personality was disordinal. The results cited in Figure 11 indicated the following:

1. Hispanic high school students who were married /living together had numerically the highest mean Personality score of any subgroup; and
2. Hispanic high school students who had never dated and Other nationality students who were married/living together had numerically the lowest mean scores of any subgroup.

It was hypothesized in composite null hypothesis number 5 that the differences among the mean Date Selection Inventory scores for adolescents according to family structure, gender, and nationality would not be statistically significant. Information pertaining to composite null hypothesis number 5 was presented in Table 5. The following were cited in Table 5: variables, group sizes, means, standard deviations, F values, and p levels.

Table 5: A Comparison of Mean Date Selection Inventory Scores for Adolescents According to Family Structure, Gender, and Nationality Employing a Three-Way Analysis of Variance (General Linear Model)

Variable	n	M*	s	F value	p level
		Personality**			
Family Structure (E)					
Intact	551	43.1	5.75		
Mother & Stepfather	92	43.7	5.52		
Father & Stepmother	26	42.7	6.01		
Mother Only	90	43.3	5.83	1.01	.4095
Father Only	14	43.0	5.19		
Other	28	40.9	8.63		
Gender (A)					
Male	402	42.2	5.95		
Female	399	44.0	5.63	1.05	.3065
Nationality (C)					
Hispanic	240	42.6	6.28		
Asian/Pacific	40	43.4	5.68		
Caucasian	472	43.5	5.40	1.97	.1164
Other	49	41.8	7.69		
		Interaction			
		E x A		2.14	.0584
		E x C		0.93	.5215
		A x C		2.02	.1102
		E x A x C		2.63	.0054

(continued)

Table 5 Continued

Variable	n	M	s	F value	p level
		Physical			
Family Structure (E)					
Intact	551	33.0	7.51		
Mother & stepfather	92	32.6	7.70		
Father & stepmother	26	31.4	6.39		
Mother only	90	31.2	7.17	0.73	.6000
Father only	14	33.8	5.47		
Other	28	31.7	7.54		
Gender (A)					
Male	402	34.6[a]	7.53		
Female	399	30.7[b]	6.81	6.49	.0111
Nationality (C)					
Hispanic	240	32.3[a]	7.76		
Asian/Pacific	40	35.5[b]	7.25		
Caucasian	472	32.7	7.17	2.84	.0371
Other	49	31.1[a]	8.10		
		Interactions			
		E x A		0.48	.7889
		E x C		0.76	.6993
		A x C		1.10	.3478
		E x A x C		0.77	.6450

(continued)

Table 5 Continued

Variable	n	M	s	F value	p level
		Prestige			
Family Structure (E)					
Intact	551	28.3	7.89		
Mother & stepfather	92	28.2	8.63		
Father & stepmother	26	27.0	5.57		
Mother only	90	26.7	7.68	1.58	.1625
Father only	14	29.6	8.08		
Other	28	31.0	8.72		
Gender (A)					
Male	402	28.4	8.15		
Female	399	28.0	7.74	3.44	.0639
Nationality (C)					
Hispanic	240	28.1	8.69		
Asian/Pacific	40	33.9	7.64		
Caucasian	472	27.7	7.33	2.61	.0504
Other	49	28.3	8.50		
		Interactions			
		E x A		0.37	.8721
		E x C		1.38	.1621
		A x C		1.37	.2512
		E x A x C		0.34	.9606

(continued)

Table 5 continued

Variable	n	M	s	F value	p level
		Total			
Family Structure (E)					
Intact	551	101.2	17.67		
Mother & stepfather	92	101.4	18.06		
Father & stepmother	26	97.8	13.14		
Mother only	90	98.0	16.53	1.25	.2859
Father only	14	103.5	12.81		
Other	28	101.4	17.77		
Gender (A)					
Male	402	102.3	17.79		
Female	399	99.3	16.86	2.97	.0850
Nationality (C)					
Hispanic	240	100.1	19.26		
Asian/Pacific	40	110.1	17.79		
Caucasian	472	100.6	16.05	2.15	.0925
Other	49	98.2	18.00		
		Interaction			
		E x A		0.62	.6883
		E x C		1.05	.3985
		A x C		1.62	.1830
		E x A x C		0.95	.4809

* The larger the value the more important the attribute.
** The possible scores and theoretical means are the following: Personality (11-33, 27.5); Physical (11-33, 27.5); Prestige (11-33, 27.5); and Total (33-165, 82.5).
ab The difference is statistically significant at the .0500 level according to Bonferonni (Dunn) t test for means.
gh The difference is statistically significant at the .0500 level.

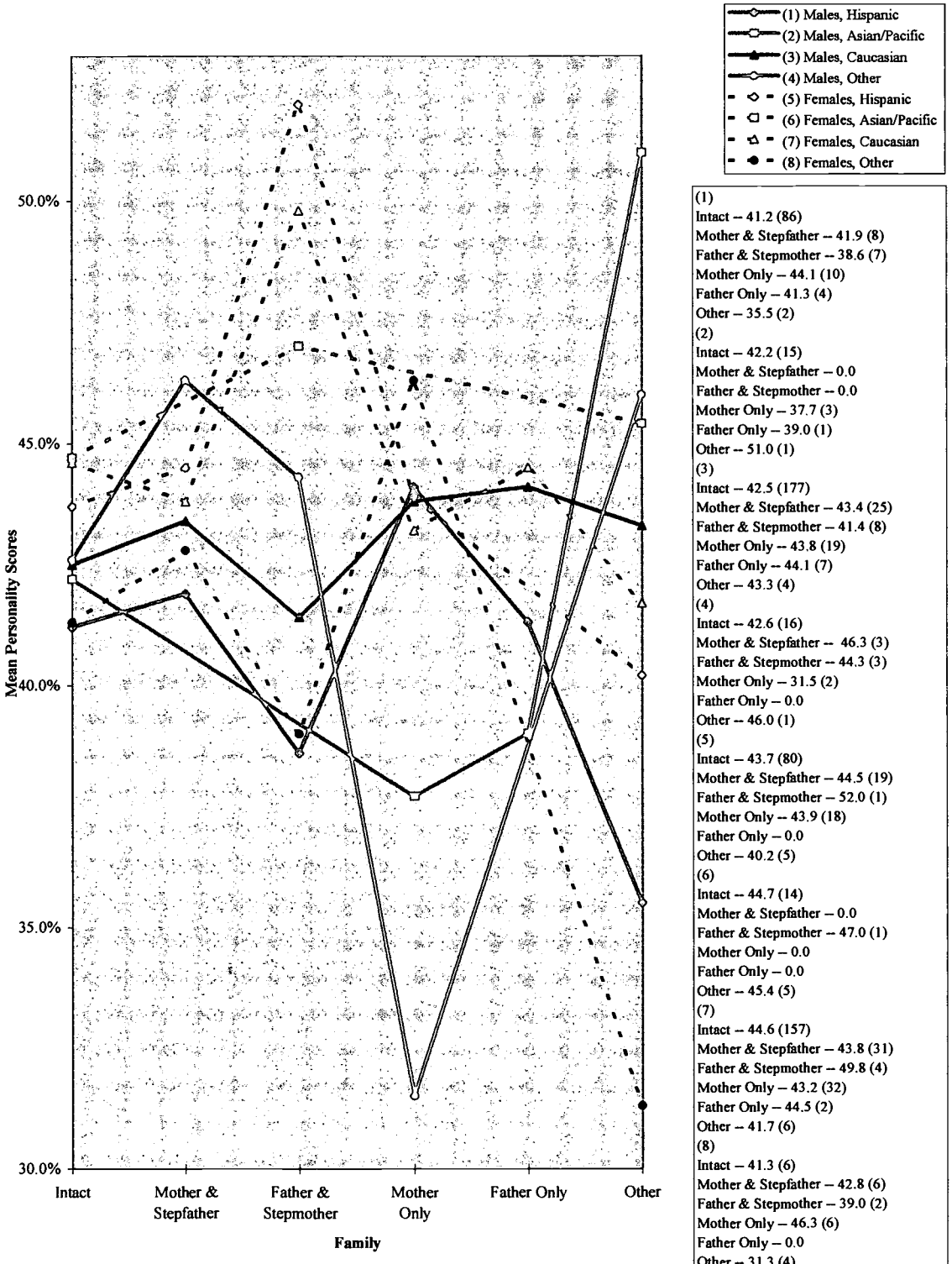
Three of the 28 p values were statistically significant at the .0500 level; therefore, the null hypotheses for these comparisons were rejected. Two of the statistically significant comparisons were for main effects. The following main effects were statistically significant at the .0500 level:

1. the independent variable gender and the dependent variable Physical; (recurring, Table 1); and
2 the independent variable nationality and the dependent variable Physical; (recurring, Table 1).

The results cited in Table 5 indicated no additional significant main effects.

One of the three statistically significant comparisons was for the interaction among the independent variables family structure, gender, and nationality for the dependent variable Personality. The interaction among family structure, gender, and nationality was depicted in a profile plot. Figure 12 contains mean Personality scores and curves for gender and nationality.

Figure 12: The Interaction Among the Independent Variables Family Structure, Gender, and Nationality for the Dependent Variable Personality



The interaction among family structure, gender, and nationality for the dependent variable Personality was disordinal. The results cited in Figure 12 indicated:

1. female Hispanic students living with father and stepmother, female Caucasians living with father and stepmother, and male Asians living with other had numerically the highest mean Personality scores of any subgroups; and
2. female Other nationality students living with other, male Other nationality living with mother only, and male Hispanic students living with other had the lowest mean Personality scores of any subgroups.

Discussion

Summary

The purpose of the researcher was to investigate adolescent date selection. The following independent variables were investigated: gender, age, nationality, relationship status, and family structure. The dependent variables were scores from the following subscales of the Date Selection Inventory (Appendix E): Personality, Physical, Prestige, and Total. The sample consisted of 801 high school students. Five composite null hypotheses were tested at the .0500 level of significance, using a three-way analysis of variance (general linear model).

A total of 72 comparisons were made, plus 68 recurring. Of the 72 comparisons 20 were for main effect, and 52 for interactions. Of the 20 main effects, 12 were statistically significant at the .0500 level. The following main effects were significant:

1. the independent variable gender for the dependent variable Physical;
2. the independent variable nationality for the dependent variable Physical;
3. the independent variable gender for the dependent variable Prestige;
4. the independent variable age for the dependent variable Prestige;
5. the independent variable nationality for the dependent variable Prestige;
6. the independent variable gender for the dependent variable Total;

7. the independent variable age for the dependent variable Total;
8. the independent variable nationality for the dependent variable Total;
9. the independent variable relationship status for the dependent variable Personality;
10. the independent variable relationship status for the dependent variable Prestige;
11. the independent variable relationship status for the dependent variable Physical; and
12. the independent variable nationality for the dependent variable Personality.

The results of the present study indicated the following for main effects:

1. male high school students rated Physical statistically higher than female high school students;
2. Asian/Pacific high school students rated Physical statistically higher than Hispanic and those of Other nationality;
3. male high school students rated Prestige statistically higher than female high school students;
4. high school students 14 years of age and younger rated Prestige statistically higher than those 16 years of age;
5. Asian/Pacific high school students rated Prestige statistically higher than all other nationality groups;
6. male high school students rated Total statistically higher than female students;
7. high school students 14 years of age and younger rated Total statistically higher than those high school students 16 plus years of age, and those 15 years of age rated Total statistically higher than those high school students 18 years of age and older;
8. Asian/Pacific high school students rated Total statistically higher than all other high school groups;

9. high school students who were exclusively dating had a statistically higher mean Personality score than those students who reported they had never dated;
10. high school students who were married/living together had a statistically higher mean Prestige score than those students who had never dated and those who were exclusively dating;
11. high school students not dating and those casually dating had statistically a higher mean Physical score than those who were married/living together; and
12. Caucasian high school students had a statistically higher Personality score than those of Other nationality.

Of the 52 interactions 12 were statistically significant at the .0500 level. The following interactions were statistically significant:

1. gender and age for the dependent variable Personality;
2. age and nationality for the dependent variable Prestige;
3. age and relationship status for the dependent variable Personality;
4. gender and age for the dependent variable Physical;
5. gender and age for the dependent variable Prestige;
6. gender, age, and relationship status for the dependent variable Prestige;
7. gender and age for the dependent variable Total;
8. gender, age, and relationship status for the dependent variable Total;
9. age and nationality for the dependent variable Prestige;
10. age and nationality for the dependent variable Total;
11. nationality and relationship status for the dependent variable Personality; and
12. family structure, gender, and nationality for the dependent variable Personality.

Related Literature and the Results of the Present Study

Roscoe et al[a] (1987) concluded that younger adolescents tended to be more drawn to superficial Prestige factors, such as fashionable dress, popularity, etc. than did their older counterparts. The present researcher had similar findings for high school students 14 years of age and younger. The results of the present study differed, however, by indicating that Prestige was an important factor among those older married/living together high school students.

Roscoe et al[a] (1987), found significant differences between males and females in what each looked for in dating partners, with males being more concerned with appearance and sexual activism of partner, and females placing greater importance on personality and behavior. The results of the present study indicated that male high school students rated physical, prestige, and total as significantly more important than female high school students.

The results of the present study depicted high school students who were exclusively dating as having statistically higher Personality scores than those students who reported that they had never dated. Martin (1994) concluded just the opposite in her study of college age students.

The Opinion of the Present Researcher Pertaining to the Results of Study

The results of the present study indicated that Asian/Pacific students rated Physical, Prestige, and Total statistically higher than any other nationality. It is the opinion of the researcher that this could be associated with many factors. Perhaps Asian/Pacific students may place more value on those traits which are viewed by society as exceptional, because of cultural expectations to seek perfection in all that is done. Perhaps those students answering the questionnaire have acculturated what they believe to be traits valued in American's society. Perhaps they did not fully comprehend the questionnaire.

The researcher was surprised to find older married/living together students valuing Prestige. The researcher concluded that this might be a culturally promoted phenomena that encourages newly weds/ independent singles to amass material wealth quickly, as a demonstration of self worth. Perhaps those students aged 16 are more idealistic and not so influenced by the prestige factor

The present researcher was not surprised to find that males rated Physical higher than females. The present researcher concluded that this finding simply reinforces previous studies which indicate males tend to place more emphasis on physical attributes than females who tend to be more drawn to security.

It is the opinion of the researcher that Physical attributes often are synonymous with Prestige for males. That is, males not only place more importance upon Physical attributes of their dates, but often consider the looks of their date a "prestige/status" factor for themselves. It is the opinion of the present researcher that perhaps the male search for the perfect "trophy wife" is manifested in adolescence, during identity formation.

The researcher found that high school students who were exclusively dating gave Personality more importance than those who had never dated. It is the opinion of the researcher that individuals do search for particular compatible partners while dating; however, perhaps those adolescents who have never dated or have just begun to date, may not have discovered the importance of finding the "right" person. Perhaps, they do not realize yet how important Personality is in serious dating relationships.

Finally, the present research indicated that Caucasion males placed greater importance upon Personality than any other nationality. The researcher believes that caucasion males have been greatly influenced by the mass media, and by society at large. The researcher believes that adolescent Caucasion males are being raised in more equable households, and are being taught through media, home, and school that females contribute to households; thus Personality of the mate plays a major factor in the success of long

term relationships. Other nationality adolescent males may be first generation American's who have not fully acculturated the belief that Personality is an important factor. Thus these other nationality males may be influenced by role models and traditions quite different from those promoted in caucasion homes and in mass media productions.

Generalizations

The results of the present study appear to support the following generalizations:

1. Asian/Pacific high school students give more importance to Physical than Hispanic and students of Other nationalities;
2. high school students not dating and those casually dating give Physical more importance than students who are married/living together;
3. gender and age should be interpreted concurrently for Personality;
4. age and nationality should be interpreted concurrently for Prestige;
5. age and relationship status should be interpreted concurrently for Personality;
6. gender and age should be interpreted concurrently for Physical;
7. gender and age should be interpreted concurrently for Prestige;
8. gender, age, and relationship status should be interpreted concurrently for Prestige;
9. gender and age should be interpreted concurrently for Total;
10. gender, age, and relationship status should be interpreted concurrently for Total;
11. age and nationality should be interpreted concurrently for Prestige;
12. age and nationality should be interpreted concurrently for Total;
13. nationality and relationship status should be interpreted concurrently for Personality; and
14. family structure, gender, and nationality should be interpreted concurrently for Personality.

Implications

The results of the present study could be of assistance to counselors working with youth who are beginning to explore the dating scene. The results of the study could be of assistance to late adolescents who are becoming more stable in their search for identity and are becoming couple focused.

Teachers might use results of the study to better understand what is going on in school. For example, often the disruptions within a classroom have more to do with a young person wanting another student of the opposite sex to pay attention to them, than teachers realize. Counselors, teachers, and others who are aware of what adolescents are looking for in dating behaviors may be able to assist them in finding more appropriate ways of seeking the attention they crave.

Recommendations

The results of the present study appeared to support the following recommendations:

1. the study should be replicated employing a random sample;
2. the study should be replicated in high schools of a variety of sizes;
3. the study should be replicated in a variety of geographical locations;
4. the study should be replicated at other age levels;
5. the study should be replicated in non-public schools; and
6. the study should be replicated assessing importance of peer influence in the selection process.

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Appendix A

Letter of Request and Permission

March 24, 1996

Mr. Don Barta, Principal
Garden City High School
1412 N. Main
Garden City, KS 67846

Dear Mr. Barta,

As you already know, I am presently working on my master's thesis in counseling through Fort Hays State University. I have designed a simple status survey on the attributes adolescents look for in the people they date. May I have your permission to use this survey during one of your advisor base days?

Sincerely,

Julia A. Dale

Julia A. Dale

March 24, 1996

Mr. Don Barta, Principal
Garden City High School
1412 N. Main
Garden City, KS 67846

Dear Mr. Barta,

As you already know, I am presently working on my master's thesis in counseling through Fort Hays State University. I have designed a simple status survey on the attributes adolescents look for in the people they date. May I have your permission to use this survy during one of your advisor base days?

Sincerely,

Julia A. Dale

Julia A. Dale

3/24/96
approved
Don Barta

Appendix B

Instructions for Completing the

Demographic Questionnaire

and

Data Selection Inventory

INSTRUCTIONS FOR COMPLETING THE DEMOGRAPHIC QUESTIONNAIRE AND DATE SELECTION INVENTORY

Instructors,

Please read the following statement to your advisor base class **after** you have passed out the demographic page and questionnaire.

MY NAME IS _____. I AM COLLECTING DATA FOR JULIA DALE, A GRADUATE STUDENT AT FORT HAYS STATE UNIVERSITY WHO IS WORKING TOWARDS A MASTERS IN COUNSELING. ONE REQUIREMENT FOR THIS DEGREE IS THE COMPLETION OF A RESEARCH STUDY OR THESIS. JULIA HAS SELECTED TO CONDUCT HER STUDY IN YOUR ADVISOR BASE TODAY. HER STUDY PERTAINS TO DATE SELECTION AND WHAT TEENS MAY LOOK FOR WHEN SELECTING A DATE. WOULD YOU BE WILLING TO PARTICIPATE IN THIS STRICTLY VOLUNTARY STUDY? INDIVIDUAL RESPONSES WILL BE KEPT CONFIDENTIAL. THANK YOU.

With those students willing to participate, please continue to read the following statements regarding the demographic page and questionnaire.

PLEASE ANSWER EACH QUESTION BELOW AS I READ THEM. GIVE ONLY **ONE** RESPONSE.

1. What is your gender?
2. Please circle your age.
3. What is your ethnicity/nationality?
4. Which of the following best describes you relationship status? *(see demographic sheet)*
5. Which of the following best describes the family status you have spent most of your life in.*(see demographic sheet)*

NEXT, RATE THE ATTRIBUTES ON THE FOLLOWING PAGES AS THEY WOULD PERTAIN TO YOUR DATE SELECTION. RATE EACH ONE ON A SCALE RANGING FROM 1"LITTLE or NO IMPORTANCE" TO 5 "GREAT OR EXTREME IMPORTANCE.

After survey is completed for the class, please put your name, grade of advisees, and number of students in your advisor base on the lines below. Thanks.

Instructor's name _____ Grade ____ Number of advisees _____

Appendix C

Demographic Questionnaire

DEMOGRAPHIC QUESTIONNAIRE

Instructions. Please answer each question. Give only one (1) response for each question. Individual responses will be kept confidential.

1. GENDER
   _____ MALE
   _____ FEMALE

2. AGE (Please circle)
   12 13 14 15 16 17 18 19 20 21 22

3. ETHNICITY/NATIONALITY
   _____ HISPANIC
   _____ ASIAN
   _____ CAUCASIAN
   _____ AFRICAN AMERICAN
   _____ NATIVE AMERICAN
   _____ OTHER (please specify) _____

4. RELATIONSHIP STATUS
   _____ NEVER DATED
   _____ NOT DATING (at present time)
   _____ CASUALLY DATING/ MORE THAN ONE PARTNER
   _____ EXCLUSIVELY DATING/ONE PARTNER
   _____ MARRIED/ LIVING TOGETHER

5. FAMILY STATUS (One in which you have spent most of your life.)
   _____ INTACT (Biological mother and father)
   _____ MOTHER & STEPFATHER
   _____ FATHER & STEPMOTHER
   _____ MOTHER ONLY
   _____ FATHER ONLY
   _____ OTHER-(Please specify) _____

Appendix D

Date Selection Inventory

DATE SELECTION INVENTORY

In date selection, how important are the following characteristics? Please rate each of the following using:

1 = LITTLE or NO IMPORTANCE
2 = SOME IMPORTANCE
3 = IMPORTANT
4 = VERY IMPORTANT
5 = GREAT or EXTREME IMPORTANCE

1. IS CARING	1	2	3	4	5
2. OWNS CAR	1	2	3	4	5
3. IS ATTRACTIVE	1	2	3	4	5
4. HAS SENSE OF HUMOR	1	2	3	4	5
5. LIVES IN NICE NEIGHBORHOOD	1	2	3	4	5
6. WORKS AT A HIGH PAYING JOB	1	2	3	4	5
7. IS THE RIGHT HEIGHT	1	2	3	4	5
8. IS RESPONSIBLE/DEPENDABLE	1	2	3	4	5
9. HAS MONEY TO SPEND	1	2	3	4	5
10. IS SAME AGE AS YOU	1	2	3	4	5
11. IS HONEST/OPEN WITH YOU	1	2	3	4	5
12. IS COLLEGE-BOUND	1	2	3	4	5
13. IS POPULAR	1	2	3	4	5
14. IS INTELLIGENT	1	2	3	4	5
15. DRESSES FASHIONABLY	1	2	3	4	5
16. IS SEXUALLY ACTIVE	1	2	3	4	5
17. HAS SAME FRIENDS	1	2	3	4	5
18. IS NOT PHYSICALLY HANDICAPPED	1	2	3	4	5

19. SETS GOALS FOR THE FUTURE	1	2	3	4	5
20. SEEKS YOUR APPROVAL	1	2	3	4	5
21. TELLS YOU WHAT YOU DO RIGHT	1	2	3	4	5
22. IS NOT OVERWEIGHT	1	2	3	4	5
23. HAS OWN BANK ACCOUNT	1	2	3	4	5
24. DOES NOT DO DRUGS/ALCOHOL	1	2	3	4	5
25. ACCEPTS YOU AS YOU ARE	1	2	3	4	5
26. HAS OWN PHONE LINE	1	2	3	4	5
27. HAS GOOD HYGIENE HABITS	1	2	3	4	5
28. HAS STRAIGHT TEETH	1	2	3	4	5
29. PAYS DATE EXPENSES	1	2	3	4	5
30. IS UNDERSTANDING	1	2	3	4	5
31. IS SAME NATIONALITY AS YOU	1	2	3	4	5
32. HAS OWN CREDIT CARDS	1	2	3	4	5
33. TRUSTS YOU	1	2	3	4	5

Appendix E

Date Selection Inventory

Subscales and Items

DATE SELECTION INVENTORY
SUBSCALES AND ITEMS

The following are the dependent variables which were investigated and the item number assigned it on the Date Selection Inventory.

PERSONALITY TRAITS

The following personality traits were investigated; 1.) is caring, 4.) has sense of humor, 8.) is responsible/dependable, 11.) is honest/open with you, 17.) has same friends, 19.) sets goals, 20.) seeks your approval, 21.) tells you what you do right, 25.) accepts you as you are, 30.) is understanding, and 33.) trusts you.

PHYSICAL TRAITS

The following physical traits were investigated; 3.) is attractive, 7.) is right height,10.) is same age, 14.) is intelligent, 16.) is sexually active,18.) is not physically handicapped, 22.) is not overweight, 24.) does not do drugs/alcohol, 27.) has good hygiene habits, 28.) has straight teeth, and 31.) is same nationality as you.

PRESTIGE FACTORS

The following prestige factors were investigated; 2.) owns car, 5.) lives in nice neighborhood, 6.) works at high paying job, 9.) has money to spend, 12.) is college-bound, 13.) is popular, 15.) dresses fashionably, 23.) has own bank account, 26.) has own phone line, 29.) pays date expenses, and 33.) had own credit cards.

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