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The Study of the Influence of the Family, Peer Group, and the Community on Adolescent Smoking

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A STUDY OF THE INFLUENCE OF THE FAMILY, PEER GROUP,
AND THE COMMUNITY ON ADOLESCENT SMOKING

A Thesis

Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Gordon David Martinen

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APPROVED FOR THE GRADUATE FACULTY

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

There has been a great deal of speculation and experimentation by educators and other professional researchers, during the past years, on the causes of the adolescent upheaval in the United States. Many have attributed this upheaval to shifting cultural and social changes and to the increased speed of communication. The latter can be seen in the mobility of our population and the speed at which fashion and social trends sweep the country. One of the social trends that has caused a tremendous tremor in fragments of our adult population is the increase in adolescent smoking. In recent years, there has been a great deal of emphasis placed on the importance of the family and other social groups and their relation to the prevalence of adolescent smoking. Since there have been many ambiguous statements made as to the importance of the roles of the family and the peer group, the function of this study will be to delve into the influence of each of these social orders on adolescent smoking.

I. THE PROBLEM

Statement of the problem. The purpose of this study is to discover the influence exerted by the family, the peer group, and the community, on adolescent smoking. The

study will attempt to prove that (1) the environment with the greatest discontinuity, as reflected in the variation of standards and attitudes toward adult and adolescent smoking, will be the most conducive to adolescent smoking; (2) that the frequency of adolescent smoking is directly related to the feeling and attitude his peer group holds toward adolescent smoking.

Importance of the study. The administration of today's high schools incorporates every facet of community and adolescent life. The functioning of a high school is not limited to regular school hours or to the exchange of experiences of student and the teacher. It has been shown that the students' activities or the experiences outside of the school often shape and determine the type and the amount of learning that transpires in the school. This study will attempt to show that for greater utilization of the students and the faculty and for greater administrative efficiency, the administrator must be aware of the forces exerted on the adolescent, the degree of which they are exerted and which groups are responsible for these pressures.

The importance of this study lies in the fact that it will equate a prominent adolescent problem, smoking, to the three most prominent social orders; the family, the peer group, and the best friend, in an attempt to determine

which of these is the most influential. It is the writer's contention that the results of this study could then be used to solve adolescent problems and thus provide an avenue for the solution of some educational and administrative problems that are generated by adolescent behavior.

Procedure of the study. Since there is limited background information relating adolescent smoking to these specific social orders, a questionnaire was circulated to gather sufficient data. The study established through the use of arithmetic means, the interrelationship between adolescent smoking, his home, his peer group, and his community. To give further refinement to the data, graphs, charts, and percentages were used. On questions where the sample is asked to rate the believed feelings of the school, the family and the community, averages were made. These averages were compared to determine if a definite trend exists between the rated feelings of the adolescent and the frequency of adolescent smoking.

When the ratings were averaged, the favorable ratings were assigned a negative value and the unfavorable ratings were assigned a positive value. The neutral position which is designated as 1 on the questionnaire, was assigned the value of zero when the averages were computed.

Limitations of the study. Since the sample being

used is very restrictive, the results will not be valid if they are generalized to a population other than the one from which it is taken. Since a major portion of the study is based on the feelings the adolescent thought his family, friends, and community held toward adolescent smoking, the validity of the study may be weakened. The study will purposely neglect other factors such as, split homes, the economic level of the family, and the scholastic achievement of the adolescent. These factors will be left for further study.

II. DEFINITIONS OF THE TERMS USED

Community. The community will be regarded as the general area from which the school derives its students.

Family. The family is interpreted as the immediate family, those related such as the father, mother and siblings.

Non-smoker. A person that does not smoke at any time.

Peer group. The peer group is interpreted as a person's group of friends.

Rare and occasional smoker. A person not smoking every day but at least one cigarette a week is considered a rare or occasional smoker.

Regular smoker. A person smoking at least one cigarette a day is considered a regular smoker.

CHAPTER II

REVIEW OF THE LITERATURE

There has been a great deal written and published on the adolescent smoking patterns in the United States. Most of the information on smoking is directed toward the prevention of the smoking habit and the relationship between smoking and the various types of cancer. But there have been no statistical studies to investigate the influence of the basic social orders on adolescent smoking. For the most part, much of the material is a description of attitudes and feelings as to why the adolescent smokes. The following statements exemplify some of the most prominent concepts related to the adolescent and the smoking habit. Morality has always been an issue and a key factor when the smoking habit is being analyzed. There are some segments of our society that feel smoking is immoral. In an "Open Letter from a Physician to His Son," published in the November, 1958 issue of Today's Health (14:13), the article states that, "there is something about smoking that is immoral for young people." Parents Magazine in its October, 1960 issue published, "Facts of Teen-Age Smoking," that attacked the image that cigarette industry has created. The article went on to state that today's youth "identify smoking with leisure and pleasure" (10:72). This image of youth and elegance, can readily be seen by observing the advertisements

in any magazine or on television.

The medical point of view is probably the most prominent. The United States government has recently published findings that vigorously attack the smoking habit. In the August 15, 1959 issue of Nation an article entitled "Cigarettes, Cancer and the Campus," posed the question: "Why do people smoke . . . spend their money, irritate their nose and throat, . . . become nervous, and run the risk of dying from cancer and heart disease?" (5:70). To partially answer this question Laurance F. Shaffer and Edward J. Shoben in their text The Psychology of Adjustment, state that smoking seems to be prevalent in, "young people who are physically mature and who are required to play the subordinate role of the child long after they feel that they are capable of mastering the adult's role in life . . . creates a tremendous amount of frustration" (15:184). These are just a few of the most prominent factors stimulating and also inhibiting adolescent smoking. With all of this literature openly attacking smoking it would seem possible that the smoking habit may eventually be abandoned.

I. LITERATURE ON SMOKING PATTERNS OF ADOLESCENTS

There have been some rather prominent studies in the field of smoking patterns of the nation's youth. The first of these was in 1926 at Antioch University where J. Rosslyn

Earp circulated a questionnaire to survey the college students at this University. The questionnaire was used to determine the reason for smoking among college students, and the effects of smoking on the scholastic ability of the students. In analyzing the data accumulated, Earp concluded that those that smoked, smoked because they felt that this was one of the most acceptable ways to socialize with their colleagues. Earp also pointed out in the analysis of his data that the smokers had a lower scholastic achievement when they were compared to non-smokers of comparable mental ability. In essence, Earp's conclusion stated that this lowering of scholastic achievement was due primarily to the time taken out from study by the smoker to just smoke and socialize (9:1-73). Since this study is rather dated and is not closely related to adolescents, much of the data and the conclusions will not be pertinent to this study.

In 1959, The American Cancer Society in conjunction with the Portland, Oregon School District, surveyed 21,980 high school students in that area. This study is by far the most frequently quoted and cited. The results of this study were published in five different national magazines with a total circulation of over 10 million. The main theme of the Portland Study deemphasizes the causes of adolescent smoking and spends a great deal of time and energy developing methods and techniques for decreasing beginning smoking.

The study openly admits that once an adolescent has started smoking there is very little that can be done to stop smoking other than diehard determination of the adolescent. The Portland Study has other limitations. It is limited to the study of the relationship of the parent and the adolescent and the frequency of adolescent smoking. They purposely bypass the interrelationships of the family, the peer group and the adolescent along with other variables such as the church, the community, and other service groups.

The survey was conducted through the use of a questionnaire. It was initiated to determine the relationship of the family and activities on adolescent smoking. In summarizing the results, this study found that high school students who are behind scholastically have a greater tendency to smoke than those that keep up with their school work. This would seem to substantiate the evidence presented by Earp on smokers and academic achievement. Further information presented in the Portland Study showed that those who did not participate in school activities, and who have parents who smoke are the youngsters most likely to become smokers. In further analysis of the data, the study showed that smoking was greater among adolescents whose parents smoke and less when parents did not smoke, also that the boys reflected the smoking habits of their fathers and the girls reflected the smoking habits of their mothers.

When both parents smoked, the study concluded that boys adopted the habit at a ratio of 2 to 1 over the girls. Another interesting point that was discovered was that the parents with the most formal education had a smaller percentage of smokers among their children than did those of lesser education (23:14). In an article published in the Science Digest on adolescent smoking, they substantiate the findings of the Portland Study and found that with further analysis of the smoking problem that it was actually the parent that was the most influential factor in adolescent smoking (13:50).

In summarizing the previous research, it seems that in most cases they have known that the responsibility for adolescent smoking rests with the parent. But the studies have made very little effort to integrate the peer group and the parent with the frequency of adolescent smoking.

To help determine the feelings of the adolescent on this topic of adolescent smoking Senior Scholastic polled a number of young people to get their opinions. They found that the feelings of the adolescents towards smoking and drinking were strongly negative. A vast majority of the adolescents were strongly against smoking and drinking, although more vetoed drinking than smoking. Most of the teen-agers seem to feel that 18 is the upper limit and once they have reached this age amoking and drinking and other

adult behavior was acceptable (12:24).

As was stated in the purpose this study will attempt to prove, in the sample used, that the peer group is the determiner of adolescent smoking patterns and the parent plays a prominent but secondary role. This may contradict the hypothesis of the Portland Study, but since the Portland Study was limited to the parent and the adolescent, the present study will elaborate and help fill in the enigma of adolescent smoking.

Other factors influencing adolescent smoking were brought to light by the United States Public Health Service in a pamphlet entitled Tobacco Smoking Patterns in the United States. In this statistical abstract which analyzes the smoking habits of the people in the United States, it was stated that of the 80 per cent of the adolescents that have tried smoking 65 per cent of them have continued to smoke throughout their adult life. Of this 65 per cent that continued smoking, almost all had tried to quit at one time or another (21:39). In a statistical analysis of the smoking habits, one very important aspect of community life was noted, and that was the relationship between the smokers in the rural, rural non-farm, and the urban areas. It has been shown that the only demarcation line between these smoking groups exists between the rural adolescent and the group containing the rural non-farm and the urban adolescents

(21:36). The reason for this difference can be found in the family organization. In rural farm areas the family is highly organized, and often centered around the parents. The family usually works on the farm as one integral unit. This stress on unity seems to create a social oneness between the child and the adult. Another interesting concept that sets the rural adolescent apart from his urban counterpart is the use and the amount of leisure time. In rural areas leisure time is limited and likewise the access to social events will also be limited, thus the degree of socialization needed is considerably less than that which is needed in urban areas for normal social growth and development. In contrast to the rural farm group there is the urban and the rural non-farm group. Unlike the farm group this group stresses independence with a minimum amount of intrapersonal and intrafamily contact. Due to this great amount of freedom of the urban and the rural non-farm children, we find very little unity in these families. The affect of this freedom and adolescent behavior is very great, since it is during this period that the socialization process is at its peak. As the socialization process reaches this peak and physical maturity occurs, the adolescent realizes that a great deal of emphasis is placed on sexual adequacy (22:237). They soon realize that a great deal of prestige is held by those who appear emotionally, sexually, and

physically mature. For those who feel inadequate sexually, smoking is the best compensation since smoking is a recognized symbol of adulthood. Smoking and manhood is not a recent relationship. Our folklore has innumerable examples of tobacco being the symbol of manhood, power, and virility. To explode this myth, recent studies at Harvard have shown that masculinity and smoking are not synonymous, instead of the smoker being the most masculine they found that the smoker tended to be shy, unsocial, self conscious, and inhibited (9:36).

CHAPTER III

THE MATERIALS USED AND THE GROUPS STUDIED

Materials used in the study. The materials used in this study consisted of a questionnaire which was filled out by most of the students in Kittitas High School. The questionnaire was structured in such a way as to elicit information about the relationship between four prominent social orders and the frequency of adolescent smoking. These four social orders were the family, the church, the community and the peer group.

The introductory information to the questionnaire consisted of the age, the sex, and the adolescent's grade in school. Information about the smoking habits of the family and the adolescent was collected mainly from questions one through twelve on the questionnaire. These questions were centered on the frequency of parental and sibling smoking (see Appendix). Information was also collected about the age when the adolescent first began to smoke, when he first tried smoking, and the frequency at which he now smokes.

Question three was used to separate the sample into three groups. The sample was separated by the classification that the adolescent gave himself. In classifying himself, the adolescent had to decide if he was a regular smoker, a rare or occasional smoker, or a non-smoker. Each of these classifications were defined before the questionnaire was

administered (refer to Chapter I, pp. 4-5). The adolescent then had to decide which of these groups he best fit.

The remaining information about the family was based on the opinion the adolescent thought his family held toward adolescent and adult smoking. To determine the feeling the family held toward adult and adolescent smoking, the sample was asked to rate these believed feelings. The ratings were then averaged. In averaging the rating the position "Strongly For" was assigned a numerical value of a minus five; and the position "Strongly Against" was assigned the value of a positive five. All of the averages that were below zero, or averaged out to be "for" a particular question, were starred. The neutral position was registered as zero. These averages were then inspected to see if there was a relationship between the feelings of the family toward smoking and the frequency of adolescent smoking. This relationship was determined by examining the amount of variance above and below the neutral position.

The following rated questions were given thorough analysis. These rated questions were based on what the adolescent believed to be the feelings of his family toward smoking by adults and adolescents.

1. Questions thirteen and fourteen were used to determine the amount of variation or difference in the father's attitude toward adult smoking and

- high school student's smoking.
2. Questions thirteen and thirty-eight were inspected to determine the amount of variation in the father's attitude toward adult smoking and his offspring smoking.
 3. Question sixteen and seventeen were compared to determine the amount of variation in the feeling held by the mother toward adult smoking and adolescent smoking.
 4. Question sixteen and forty were compared to determine the amount of variation in the mother's attitude toward high school students smoking and her offspring smoking.
 5. Question seventeen and forty were compared to determine the amount of variation or difference in the mother's attitude toward adult smoking and her offspring smoking.
 6. Question fourteen and thirty-eight were compared to determine the amount of variation in the father's attitude toward high school student's smoking and his offspring smoking.
 7. To determine the feeling of the adolescents siblings toward smoking, questions fifteen and thirty-nine were related and compared. These questions were focused on the believed feelings

of the sibling toward high school students smoking and the feelings of the sibling toward his brother's or sister's smoking.

Information about the church and its relationship to adolescent smoking was gathered by inspecting the means of questions twenty-one and thirty-seven. These means were then related to the frequency of smoking by the adolescent in an effort to determine the effect of the church and its activities on adolescent smoking.

The influence exerted by the community was found by inspecting the means of questions twenty and thirty-five. This influence was determined by comparing the means of question twenty and thirty-five with the frequency of adolescent smoking.

The significance of the peer group in the adoption of the smoking habit was seen in the following questions, which were rated by the sample as mentioned in Chapter II. The ratings were based on the believed feelings of the sample.

1. To determine the influence the best friend exerts upon the adolescent the mean of question forty-one was compared with the frequency of adolescent smoking.
2. The over-all feeling, of the students in the high school toward adolescent smoking was found by

inspecting the means of questions eighteen and nineteen.

3. In determining the grade when smoking was acceptable the mean of question thirty-two was found.
4. Information about the acceptability of adolescent smoking in the four grades in the high school was collected from the means of questions twenty-four through thirty-one.
5. The feeling the sample held toward college students smoking was found by inspecting the mean of question twenty-two. The feeling the sample held toward high school graduates who did not attend college was found by inspecting the mean of question twenty-three.

The influence exerted by activities such as: work at home, work away from home, having fun, just relaxing; and church and community affairs, was found by comparing the means of the questions thirty-three through thirty-seven with the frequency of adolescent smoking.

Information about why the adolescent began to smoke and if he had ever quit smoking was collected from the open end questions forty-two and forty-three. Information on why the adolescent presently smokes was collected from question forty-four. Question forty-four was also an open

end question.

Group studied. The sample included all of the students in grades nine through twelve in Kittitas High School. Students absent on the day the questionnaire was administered were excluded from the sample. The group sampled consisted of 25 freshmen, 36 sophomores, 29 juniors, and 30 seniors; 69 boys and 51 girls. The questionnaire was administered on the morning of December 12, 1963 during the homeroom period. The writer personally administered the questionnaire, giving verbal instructions as to the purpose and the use of the questionnaire. If any questions arose, the writer clarified the question by giving an interpretation of the question's content.

CHAPTER IV

ANALYSIS OF THE DATA

This chapter is primarily concerned with what the adolescent supposed was the feeling or opinion of the family, the community, the church, and the peer group toward adolescent adult smoking. These supposed feelings were then tabulated and averages computed. Many of the conclusions were drawn from data supported by these supposed feelings. To ease the utilization of the data, the sample was divided into three sections: the regular smoker, the rare and occasional smoker, and the non-smoker. These three sections were determined by the classifications the adolescents gave themselves. The three sections served as the base for the study inasmuch as each of these sections were asked to relate the believed feelings of the home, the peer group, and the community toward adolescent and adult smoking. These feelings were then used in drawing the conclusions to the study.

One of the first observations made, when studying the questionnaire tabulations, was that the average smoking age of the sample was 13.9 years (Table II, p. 22). The average age of Kittitas is .3 of a year under the national average which is 14.2 years (21:24).

TABLE I

THE PERCENTAGE OF KITTITAS HIGH SCHOOL STUDENTS
THAT ARE NON-SMOKERS, REGULAR OR RARE
AND OCCASIONAL SMOKERS

Regular Smokers	Percentages	Number of Students
Freshmen	5%	1
Sophomore	5%	1
Junior	50%	7
Senior	40%	5
<u>Rare and Occasional Smokers</u>		
Freshmen	23%	8
Sophomore	33%	12
Junior	15%	5
Senior	28%	10
<u>Non-Smokers</u>		
Freshmen	25%	18
Sophomore	36%	26
Junior	21%	15
Senior	18%	13
	Total	121

Table I indicates that the initial year for the smoking habit seems to be between the sophomore and junior year in high school. This relationship can best be seen by comparing the percentage of juniors and sophomores in the two smoking groups. It can also be seen that smoking is common among the adolescents before the junior year in high school but this is probably adolescent experimentation. The sharp increase in the number of regular smokers between the sophomore and the junior year seems to indicate that this is

the period when the smoking habit is most readily established.

TABLE II

A COMPARISON BETWEEN THE AVERAGE ADOLESCENT
SMOKING AGE IN THE UNITED STATES
WITH KITTITAS YOUTH

Groups whose average smoking age was computed	Average smoking age
National average age for smoking	*14.2
Average age for smoking at KHS	13.9
Average age for regular smoking	14.4
Average age for rare and occasional smoking	13.7

*The National average age for adolescent smoking was found on page 24 in Tobacco Smoking Patterns in the United States, published by the United States Health Service.

Table II established the fact that most of the smokers at Kittitas began to smoke, or try cigarettes during the freshman or sophomore year in high school. Table I further refines this data by giving the percentage and the number of freshmen, sophomore, junior and senior in each of the three sections.

The influence of the peer group on adolescent smoking. The influence exerted by the peer group on the frequency of adolescent smoking was approached through a number channels. First an effort was made to determine the feeling the adolescent held toward his own peer group's smoking. Then the adolescent was asked to state his feelings about smoking among boys and girls in the four high school classes, and

also give what he thought was the general feeling about high school students smoking. Lastly, the adolescent was asked to state what he thought his best friend felt about his smoking.

TABLE III

A COMPARISON BETWEEN THE FREQUENCY OF AN ADOLESCENT'S SMOKING AND WHAT THE ADOLESCENT FEELS TOWARD OTHER HIGH SCHOOL STUDENT'S SMOKING

Questions on smoking in the four classes in high school	Frequency of Adolescent Smoking		
	Regular Smoking	Rare or Occ. Smoking	Non-Smoking
How do you feel about senior boys smoking?	*.35	.64	2.30
How do you feel about senior girls smoking?	2.04	2.60	3.86
How do you feel about junior boys smoking?	.25	.87	2.82
How do you feel about junior girls smoking?	2.70	2.90	4.00
How do you feel about sophomore boys smoking?	1.00	2.10	3.10
How do you feel about sophomore girls smoking?	3.25	3.50	4.20
How do you feel about freshmen boys smoking?	1.89	2.80	3.88
How do you feel about freshmen girls smoking?	3.20	3.50	4.66

*The starred item refers to a position in favor of adolescent smoking.

In reading Table III it must be remembered that the extremes of the table are a plus or minus five. Zero was considered the neutral position. A position against smoking was assigned a value from zero to plus five. A position which favored smoking was assigned a number from zero to a minus five depending upon how favorable the position was. When the averages in Table III were computed all of the ratings were added up and the sum was then divided by the number of responses to the question. To distinguish averages indicating favorable feelings toward smoking, from averages indicating an unfavorable feeling, all averages that represented a position for smoking were starred.

When the questionnaire tabulations in Table III were studied it was observed that as the frequency of adolescent smoking increased the feeling held by the adolescent changed from a feeling strongly against to a more favorable position. It was also observed that the boys were readily accepted as smokers, whereas the girls were not. The regular smokers seemed to feel that senior boys could smoke and be accepted. The freshmen and the sophomores received less acceptance. This lack of acceptance varied with the class. Freshmen were the lowest on the rating scale followed by the sophomores, juniors and seniors. In studying these ratings it was discovered that the ratings given the freshmen and sophomores were very similar, and the juniors and seniors had ratings

that were very much alike. The ratings given to the girls, although the entire population sampled was very much against girls smoking, varied from an extreme position against smoking in the freshman class to a more favorable position for girls smoking in the senior class. As with the boys, the junior and senior girls were given very similar ratings. The ratings given the freshmen and sophomore girls were also very close together.

The population sampled was also asked to give the age when they considered it to be acceptable to smoke. As the age and the class of the student increased the age considered acceptable for adolescent smoking decreased. The regular smokers felt that it was acceptable to smoke at grade 11.6, the rare and occasional smokers at grade 12.2, and the non-smokers at grade 12.4.

TABLE IV
AVERAGED RATINGS ON COLLEGE AND HIGH SCHOOL
GRADUATES SMOKING

Questions on college and high school graduates smoking	Reg.	Rare & Occ.	Non
How do you feel about college students smoking?	*1.33	.65	*.038
How do you feel about high school graduates smoking?	*.95	*.41	.91

*Starred items refer to a position in favor of smoking.

When the students were asked to rate their feelings

on the college students and high school graduates smoking, Table IV indicates that the high school students favored a high school graduate's smoking more strongly than they did a college student's smoking. The regular smoker was the most receptive toward smoking by the high school graduate and the college student. The non-smoker still rejected smoking by these groups but favored the graduate's smoking over smoking by the college student. The non-smoker was also more receptive to these two groups smoking than they were toward any of the other groups rated. It was found that the general feeling favoring college students' and high school graduates' smoking increased, as the frequency of smoking in the sample increased.

TABLE V

A COMPARISON BETWEEN THE FREQUENCY OF AN ADOLESCENT'S SMOKING AND WHAT THE ADOLESCENT BELIEVES HIS BEST FRIEND AND OTHER HIGH SCHOOL FRIENDS FEEL ABOUT ADOLESCENT SMOKING

Questions on what the best friend and other friends feel about adolescent smoking	Reg.	Rare & Occ.	Non
How does your best friend feel about your smoking?	.56	1.67	---
How does your best friend feel about high school students smoking?	*1.2	*1.08	1.63
How do most of your high school friends feel about adolescent smoking?	*1.33	*1.8	*.038

*Starred items refer to a position in favor of adolescent smoking

It was also observed, when studying the questionnaire tabulations listed in Table V, that as the prominence of adolescent smoking increased the feelings of their best friends had a tendency to become more strongly in favor of adolescent smoking. The regular smokers felt that their best friends strongly favored smoking, whereas the non-smokers seemed to be in a rather neutral position. The rare and occasional smoker indicated that their best friends also favored adolescent smoking. In studying the data relating the high school student body to adolescent smoking, it can be seen that as the prevalence of smoking on the adolescents increased the general feeling of the student body had a tendency to move from a position against adolescent smoking, to a position in favor of adolescent smoking. The position of the student body, as indicated by the non-smoker was strongly against adolescent smoking. The regular, and the rare and occasional smokers seemed to feel that the entire student body favored adolescent smoking. This would seem to point out the fact that opinion is relative only to the group from which it is taken.

The influence of family on adolescent smoking. In analyzing the environment that seemed to be the most conducive to adolescent smoking, it was found that the parent showing the greatest variance in their feelings toward

TABLE VI
 THE BELIEVED FEELINGS OF THE FATHER, MOTHER, AND
 THE SIBLINGS TOWARD ADOLESCENT SMOKING

	Reg. Smoker	Rare & Occ. Smoker	Non Smoker
How does your father feel about adult smoking?	.33	.50	1.13
How does your father feel about adolescent smoking?	3.1	3.3	3.82
How does your father feel about your smoking?	2.3	4.0	
How does your mother feel about adult smoking?	.50	1.3	1.85
How does your mother feel about adolescent smoking?	2.2	3.0	4.0
How does your mother feel about your smoking?	3.3	4.25	
How does your older brother or sister feel about your smoking?	.5	1.8	
How does your older brother or sister feel about high school students smoking?	.35	.87	1.75

adolescent and adult smoking seemed to be the parents whose children were most apt to smoke. By inspecting the data in Table VI, it was observed that as the frequency of adolescent smoking decreased the feelings held by the parents and the adolescent toward smoking by adults and adolescents seemed to be about the same. When there was a wide spread in the

feelings held by the parent and adolescent toward smoking by the adolescent and the adult, the adolescent seemed to be more prone to smoke.

When the regular and occasional smokers were asked to rate the feelings of their parents on adolescent smoking, the sample disclosed that their parents were definitely against it. The mother was the most strongly against smoking by adults and adolescents. It was also observed that even though the parents rejected smoking by adolescents they accepted smoking by adults. The data also indicated that the general feeling held by the parent toward his offspring's smoking were consistent with his over-all feeling toward smoking by any adolescent. The strong feeling held by the parent toward adolescent smoking seemed to be neutralized as the frequency of adolescent smoking increased.

When the students in the sample were asked to rate the feelings of their brothers and sisters toward smoking, they disclosed that they believed their brothers and sisters rejected their smoking. This rejection seemed to decrease as indicated in Table VI, as the frequency of adolescent smoking increased.

The influence of the community and church on adolescent smoking. The relationship between the community and the church and adolescent smoking seemed to be nil. The survey

related that both the church and the community, as thought by the people in the sample, were very strongly against adolescent smoking. This feeling, although the adolescents were very conscious of it, as indicated in Table VII, seemed to have little affect on the frequency of adolescent smoking.

TABLE VII
THE BELIEVED FEELINGS OF THE CHURCH AND COMMUNITY
TOWARD ADOLESCENT SMOKING

	Reg. Smoker	Rare & Occ. Smoker	Non Smoker
How does your community feel about adolescent smoking?	3.1	2.8	2.4
How does your church feel about adolescent smoking?	3.0	2.9	2.16

The influence of activities on the frequency of adolescent smoking. Even with the realization that the churches strongly oppose smoking, it was observed that the regular smoker spent more time in church activities than did any of the other groups in the sample. On a weekly average it was found that the regular smoker spent 2.5 hours in church activities. The other groups arranged in the amount of time spent involved in church activities were the rare and occasional smokers with 1.04 hours per week, and the non-smoker with 1.76 hours per week in church activities.

The adolescents also expressed the feeling that the community also rejected adolescent smoking. It was observed from Table VIII, that as the frequency of adolescent smoking increased, the amount of time spent in activities sponsored by the community decreased.

TABLE VIII
TIME SPENT IN CHURCH AND COMMUNITY ACTIVITIES

	Reg. Smoker	Rare & Occ. Smoker	Non Smoker
How much time do you spend in community activities?	.22	1.01	1.5
How much time do you spend in church activities?	2.5	.78	1.76

NOTE: These averages represent the average time spent per week in the above activities.

In determining the relationship between the amount of time the adolescent spends with his family and the frequency of his smoking, the adolescent was asked to give the time he spends working or participating in some activity sponsored by the family. It was observed from the data, that as the frequency of adolescent smoking increased the amount of time spent with the family seemed to decrease. It was also observed in Table IX that the smokers spent more time working away from home than did the non-smokers.

TABLE IX
TIME SPENT IN FAMILY ACTIVITIES

	Reg. Smoker	Rare & Occ. Smoker	Non Smoker
How much time do you work at home?	8.2	10.0	8.8
How much time do you work away from home?	4.0	2.96	3.05
How much time do you just spend having fun or relaxing with your family?	6.8	7.1	7.3

NOTE: These numbers represent averages in hours of
the time spent in the above activities.

CHAPTER V

SUMMARY AND CONCLUSIONS

I. SUMMARY

In reviewing the information collected, it can be seen that a number of intricate relationships exist, and each plays an important part in the adolescent smoking habit. Many of the following statements are based on the believed feelings of the family, the peer group and the community as related by the adolescents in the sample.

1. The average smoking age at Kittitas High School is 13.9 years old, .3 of a year less than the national average.
2. Adolescents raised in families, where the feelings of the parents and adolescents toward adult and adolescent smoking were about the same, seemed to provide an atmosphere not receptive to adolescent smoking.
3. As the frequency of adolescent smoking increased, the smoking adolescent seemed to develop the feeling that his peer group favored his smoking and all other adolescent smoking.
4. The community and the church seemed to have little affect on the frequency of adolescent smoking. Even though all of the adolescents were aware of

the negative feelings the church and community held toward adolescent smoking, the frequency of adolescent smoking did not diminish.

5. It was observed that as the frequency of adolescent smoking increased, the amount of time spent in activities sponsored by the family decreased.
6. The amount of time spent participating in community activities decreased as the frequency of the smoking adolescent increased.
7. The sample favored smoking by high school graduates not attending college over those high school graduates attending college.
8. It was found that boys were very responsive to the smoking habit between the sophomore and junior year.
9. Girls at any age were not accepted as smokers. The feeling against girls smoking seemed to diminish as the girls approached graduation.
10. Boys were readily accepted as smokers. Their acceptance as smokers increased as they approached graduation.

II. CONCLUSION

This study reemphasized the importance of the family, and also established the fact that the smoking habit is

determined by a number of interrelated factors. From the information gathered it seems almost impossible to determine the sole contributor to the adolescent smoking habit.

This study pointed up a number of contributors that together seem to be important links to the smoking habit. It was found that adolescent smoking was more prevalent in homes where the position of the family seemed to be weakened by the existence of separate smoking standards for the adolescent and the adult. From this it would seem reasonable to conclude that if an adolescent was brought up in an environment that emphasized consistency in its smoking standards, by allowing very little variation in the attitude towards adolescent and adult smoking, the adolescent would probably follow the direction indicated by the family. It was found that in families where the adolescent indicated marked inconsistency or a wide degree of variation in its adult and the adolescent smoking standards that the strain of the change from childhood to adulthood was usually marked by the adoption of the smoking habit.

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APPENDIX

APPENDIX

Date _____

Present Age: ____ Sex: M F Class: Frosh: ____ Soph: ____
Jr: _____ Sr: _____

On the following questions circle the most appropriate answer and fill in where answers are necessary.

1. Are you living with:
 - a. both your parents
 - b. one parent
 - c. relatives
 - d. guardian
 - e. others
2. Have you ever tried smoking? Yes No
3. Do you now smoke? regularly occasionally rarely never
4. If you smoke, do your parents know that you smoke? Yes No
5. On the daily average how many cigarettes do you usually smoke? 0 1 5 10 15 20 more
6. Does your father smoke now? Yes No
Did he smoke? Yes No
7. Does your mother smoke now? Yes No
8. Does your best friend smoke now? Yes No
9. If you have a brother or brothers who smoke answer the following questions.

Present Ages

Smoking Habits

- | | | | | |
|-------|-----------|--------------|--------|-------|
| _____ | regularly | occasionally | rarely | never |
| _____ | regularly | occasionally | rarely | never |
| _____ | regularly | occasionally | rarely | never |

10. If you have a sister or sisters who smoke, answer the following questions.

Present Ages

Smoking Habits

- | | | | | |
|-------|-----------|--------------|--------|-------|
| _____ | regularly | occasionally | rarely | never |
| _____ | regularly | occasionally | rarely | never |
| _____ | regularly | occasionally | rarely | never |

11. When did you first try smoking? (Age) _____
12. If you smoke, when did you begin smoking regularly?
(Age) _____
- | | <u>Strongly
Against</u> | | | <u>Neutral</u> | | | <u>Strongly
For</u> | | | <u>Don't
Know</u> |
|--|-----------------------------|---|---|----------------|---|---|-------------------------|---|---|-----------------------|
| 13. How does your father feel about adults smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 14. How does your father feel about high school students smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 15. If you have an older brother or sister, how does he or she feel about high school smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 16. How does your mother feel about other high school students smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 17. How does your mother feel about adults smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 18. How does your best friend feel about high school students smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 19. How do most of your high school friends feel about smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 20. How does your community feel about high school students smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |
| 21. How does your church or religion feel about smoking? | 5 | 4 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | _____ |

	<u>Strongly Against</u>			<u>Neutral</u>			<u>Strongly For</u>			<u>Don't Know</u>
22. How do you feel about college students smoking?	5	4	3	2	1	2	3	4	5	_____
23. How do you feel about people smoking after graduation from high school?	5	4	3	2	1	2	3	4	5	_____
24. How do you feel about senior boys smoking?	5	4	3	2	1	2	3	4	5	_____
25. How do you feel about senior girls smoking?	5	4	3	2	1	2	3	4	5	_____
26. How do you feel about junior boys smoking?	5	4	3	2	1	2	3	4	5	_____
27. How do you feel about junior girls smoking?	5	4	3	2	1	2	3	4	5	_____
28. How do you feel about sophomore boys smoking?	5	4	3	2	1	2	3	4	5	_____
29. How do you feel about sophomore girls smoking?	5	4	3	2	1	2	3	4	5	_____
30. How do you feel about freshmen boys smoking?	5	4	3	2	1	2	3	4	5	_____
31. How do you feel about freshmen girls smoking?	5	4	3	2	1	2	3	4	5	_____
32. When do you feel it is acceptable to smoke? (Check your answer) Grades 8__ 9__ 10__ 11__ 12__ College__ When the person wants to__.										

ANSWERS TO QUESTION 42

42. Have you ever quit smoking? Why?
1. No. I never tried. Junior - regular
 2. No. I never tried. Junior - regular
 3. Yes. I didn't feel it was too good for me. Junior - regular
 4. Yes. Because of football season. Junior - regular
 5. No. Didn't have any reason to. Junior - regular
 6. Yes. Because I didn't really enjoy it. Sophomore - rare
 7. Yes. I wanted to. Junior - regular
 8. No. I like to smoke. Senior - regular
 9. Yes. I got sick on a Canadian cigarette. Senior - regular
 10. Yes. Because I don't get anything out of it and most kids smoke to make them look big. Junior - occasional
 11. Yes. To see if I could. Junior - rare
 12. Yes. Because I wanted to see if I could do it. Sophomore - occasional
 13. Yes. I really didn't need it. Senior - rare
 14. No. I don't want to. Senior - regular
 15. Yes. Just to see if I could. Senior - regular

ANSWERS TO QUESTION 43

43. Why did you start smoking?
1. Because I felt like it. Sophomore - occasional
 2. My brother started me. Junior - regular
 3. I wanted to. Junior - regular
 4. I thought it made me look big. Junior - regular
 5. Football season was over. Junior - regular
 6. I don't know. Junior - regular
 7. I wanted to. Junior - regular
 8. Because I wanted to. Freshman - rare
 9. To see what it was like. Sophomore - rare
 10. To see what it was like. Sophomore - rare
 11. I like to smoke. Senior - regular
 12. My friends did it. Senior - regular
 13. Everybody else did. Junior - rare
 14. I don't know. Senior - regular
 15. Everyone else does. Senior - regular
 16. Everybody else did in my crowd. Junior - occasional
 17. Because of the work I do. It at first was quite slow, so I had to find something to keep myself occupied. Junior - regular
 18. I don't know. Sophomore - occasional
 19. For kicks. Freshman - regular
 20. Because I wanted to. Freshman - rare
 21. Because I wanted to learn. Senior - rare
 22. To try something new. Senior - rare

23. I just wanted to see what it was like. Senior -
regular
24. Because someone wanted me to try it. Senior -
regular

ANSWERS TO QUESTION 44

44. Why do you smoke now?

1. I don't know. Junior - occasional
2. It gives me a chance to relax and get off my feet when I am at work. Senior - regular
3. I can't stop. Freshman - regular
4. Because I wanted to. Freshman - rare
5. Just once in a while when I am out with a bunch of girls. Senior - rare
6. I don't know. Junior - occasional
7. I like to. Senior - regular
8. I don't know. Senior - regular
9. I like it. Senior - regular
10. I felt like it. Sophomore - occasional
11. I like it. Junior - regular
12. It relaxes me. Junior - regular
13. I don't know. Junior - regular
14. I don't know. Junior - regular
15. I enjoy it. Junior - regular
16. Nothing better to do in Kittitas. Junior - regular
17. I want to. Junior - regular
18. Because I wanted to. Freshman - rare
19. I do very rarely because I want to. Sophomore - rare
20. I like to smoke. Senior - regular
21. Kicks. Senior - regular
22. Can't quit. Senior - regular
23. I like to sometimes and its something to do. Senior regular