



A comparison of public and parochial school student religious attitudes
by John Joseph Keeley

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University

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Abstract:

The problem of the study was to determine if there was a difference in religious attitudes among students based upon any of the ten demographic variables of the study and second, to determine if there were differences in attitudes toward religion between students attending Eastern Christian High School and the corresponding public schools.

The population for the study was all the students who could attend Eastern Christian High School. A random sample, stratified by denomination, was drawn from the list of churches which had members attending Eastern Christian. Students and parents in the selected churches completed the survey. Two hundred seventeen questionnaires were completed and the results were analyzed using a two way analysis of variance. Each of the demographic variables, which consisted of sex, report card grade, father's educational level, mother's educational level, average parental educational level, educational aspirations of the students, family income, grade, and school type, were analyzed.

The dimensions of religiosity measured were Creedal Assent, Devotionalism, Church Attendance, Financial Support, Orientation To Growth And Striving, Salience: Behavior, Salience: Cognition, The Active Regulars, Intolerance Of Ambiguity, and the total Test Score.

On almost all subscales females were significantly more religious than males. There was a significant difference among report card grade groups. Better students were more religious than less able students. Students who perceived their parents as more religious were significantly more religious than students who saw their parents as less religious. Highest religiosity was found when the mother had had some college or technical school training. Other groups had significantly less religiosity. Significantly more religiosity was found in the group of students whose yearly family income was \$30,000-\$35,000. Other groups exhibited less religiosity.

Eastern Christian students had significantly more religiosity on the scale of Creedal Assent. Public school students were significantly more religious on the scales of Organizational Activity and The Active Regulars. No other differences in religious dimensions were significant.

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SCHOOL STUDENT RELIGIOUS ATTITUDES

by

John Joseph Keeley

A thesis submitted in partial fulfillment
of the requirements for the degree

of

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APPROVAL

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This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

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ABSTRACT

The problem of the study was to determine if there was a difference in religious attitudes among students based upon any of the ten demographic variables of the study and second, to determine if there were differences in attitudes toward religion between students attending Eastern Christian High School and the corresponding public schools.

The population for the study was all the students who could attend Eastern Christian High School. A random sample, stratified by denomination, was drawn from the list of churches which had members attending Eastern Christian. Students and parents in the selected churches completed the survey. Two hundred seventeen questionnaires were completed and the results were analyzed using a two way analysis of variance. Each of the demographic variables, which consisted of sex, report card grade, father's educational level, mother's educational level, average parental educational level, educational aspirations of the students, family income, grade, and school type, were analyzed.

The dimensions of religiosity measured were Creedal Assent, Devotionalism, Church Attendance, Financial Support, Orientation To Growth And Striving, Salience: Behavior, Salience: Cognition, The Active Regulars, Intolerance Of Ambiguity, and the total Test Score.

On almost all subscales females were significantly more religious than males. There was a significant difference among report card grade groups. Better students were more religious than less able students. Students who perceived their parents as more religious were significantly more religious than students who saw their parents as less religious. Highest religiosity was found when the mother had had some college or technical school training. Other groups had significantly less religiosity. Significantly more religiosity was found in the group of students whose yearly family income was \$30,000-\$35,000. Other groups exhibited less religiosity.

Eastern Christian students had significantly more religiosity on the scale of Creedal Assent. Public school students were significantly more religious on the scales of Organizational Activity and The Active Regulars. No other differences in religious dimensions were significant.

Chapter 1

Introduction

Since the inception of the public schools, supporters have stressed the fact that a public school education would permit students to develop knowledge and skills that would allow them to be economically independent and self-sufficient. While this is an important aspect of education, the notion of affective education and clarification of values is also an indispensable part of the educational process (Shane, 1971).

Some contend that the school curriculum should be very loosely structured so that the individual student may have the flexibility to pursue any or all avenues of interest. It is only through this open-ended system of education that the student will be able to seriously consider the meaning and value of life. The student can then determine what is relevant, what is valuable, and what is desirable in life. This determination must be made by each individual in order to realize life to its fullest (Morris & Pai, 1976). For the public school system to succeed, it must meet the needs of students with many different academic aptitudes and varied life views. This necessitates a structure that allows individual

philosophical views.

Others will agree to this in part. They would agree that it is important that the individual student face the basic values of life and make personal decisions concerning them, but they would disagree on one very basic tenet. That is, the ideals to be valued are not individually determined but fall into categories of correct and incorrect. These values are to some extent entwined with national heritage but they are inextricably tied to the philosophical and theological beliefs that are held.

To insure that the desired philosophical view is maintained, systems of parochial education have sprung up throughout the United States. The actual emphasis of the curriculum of parochial schools is different from school to school and from religion to religion, but the basic tenet of all parochial education is the same. This tenet is to foster the desired religious beliefs and provide for their perpetuation through the educational process. Of course the parochial schools realize the importance of the academic disciplines and the acquisition of knowledge and skills. But as is stated by Christian Schools International, (CSI) ". . . a school is so much more than that." "Of far greater significance is the fact that Christian school students learn to make a life. They learn to live a life of consecrated service to Christ. In a Christian school, the student is shown his Lord." (1980, p.3) This dimension of

parochial education adds another objective to the process. Education is not the act of freeing the students so that they may find the best of many alternative philosophical paths, but rather it is the process of showing and leading him down the only path which is desired. Parochial education, then, seeks to establish a religious commitment on the part of the student and to teach the academic subjects in a manner that will articulate with this view and foster the commitment of the individual.

The proponents of the parochial school see this type of education as being impossible in the context of the public school. In fact, they view the plurality of philosophical views that are present in the public school as undermining their attempts to foster their view. "In the CSI view of schooling, all serious education, public as well as non-public, is religious education. Education is religious because, intentionally or unintentionally, by its silences and by what is said, it unavoidably promotes a way of thinking and living." (Beverluis, 1982) Therefore, parochial education is not an optional but rather a necessary alternative to public education.

If the goals of parochial education have been accomplished, there must be a basic difference in the attitudes that the parochial school students exhibit as opposed to those of the public school students. These attitude differences should exist primarily with regard to

the subject of religion. The attitudes and behaviors exhibited by students toward the subject of religion may also be called religiosity.

Statement of the Problem

The problem of the study was twofold. First it was to determine if there was a difference in attitudes toward religion among students based upon any of the selected demographic variables of this study and second, to determine if there are differences in attitudes toward religion between students attending a selected Protestant Parochial school and students attending corresponding public schools in the area. The study was conducted during the 1981-1982 school year. The Protestant Parochial school selected was a member of Christian Schools International, and the public schools were those which would have educated the selected students had the parochial school not been available. The study was conducted in northwest Bergen County and northern Passaic County, New Jersey.

Need For The Study

The difference of emphasis in the educational process between the public school and the parochial school is based upon the assumption that the parochial school will produce a difference in attitudes, beliefs, and overt religious behavior of those students who attend. These

differences are the basis for the existence of the schools. It is assumed that there is no difference in academic achievement between students of the schools. Studies which have been conducted have been largely confined to the system of Catholic education since it is by far the largest parochial school system in the United States. Other studies such as that completed by Edward Hakes (1966) have surveyed college students, but there is no literature to assess whether the Protestant parochial schools, specifically member schools of Christian Schools International, are actually accomplishing their goal. The results of the study will be of great value to those professionals who structure the parochial school curriculum since they will be able to determine areas of strength as well as areas which are in need of improvement.

The studies done to date have been large scale studies with a very broad scope. They have produced conflicting results. The large scope of the studies may have been one reason why many of the demographic variables which may interact with religiosity were not controlled. In all the studies, the only separation of respondents was by age and sex. No data were collected to determine if income level, educational level, educational achievement, or any other variable had any interaction with measurements of religiosity or if these factors had any effect on the level of religiosity. The separation of these and other

demographic variables may provide an explanation for the contradictory conclusions.

Additionally, previous studies have concentrated on college students and adults. The studies that have surveyed college students do not assess attitudes from that portion of the population which does not attend college. The attitudes of those students who choose vocational school training or immediate employment have not been studied. Many of the studies have compared adults who have attended parochial schools with adults who attended public schools. While the results are valid based on the population studied, in most cases, the elapsed time between formal parochial education and the study is rather long. Thus, general attitudes are being assessed and the effect of parochial education has been diluted by general life experiences.

Questions Answered

Analysis of the data gathered in this study answered the following questions. All of the questions were answered for each of the ten aspects of religiosity and for the overall measurement of religiosity.

1. Is there a difference in the measurement of religiosity between male and female students?
2. Is there a difference in the measurement of religiosity of students based upon academic achievement?
3. Is there a difference in the measurement of

religiosity of students among the different grade levels?

4. Is there a difference in the measurement of religiosity of students based on the amount of religiosity that the student perceives his parents to have?

5. Is there a difference in the measurement of religiosity of students when separated according to the educational level of their parents?

6. Is there a difference in the measurement of religiosity of students having different educational aspirations?

7. Is there a difference in the measurement of religiosity of students when separated according to the income of their parents?

8. Is there a difference in the measurement of religiosity between public and parochial school students?

9. Is there interaction between sex and the type of school attended on the measurement of student religiosity?

10. Is there interaction between the academic level of the student and the type of school attended on the measurement of student religiosity?

11. Is there interaction between the grade level of the student and the type of school attended on the measurement of student religiosity?

12. Is there interaction between the amount of religiosity that the students perceive in their parents and the type of school attended on the measurement of student

religiosity?

13. Is there interaction between the level of parental educational attainment and the type of school attended on the measurement of student religiosity?

14. Is there interaction between student educational aspirations and the type of school attended on the measurement of student religiosity?

15. Is there interaction between the income level of the parents and the type of school attended on the measurement of student religiosity?

General Procedures

The procedures followed in this study were as follows.

1. A questionnaire to measure the ten aspects of religiosity based upon the findings of Morton King (1967) was identified.

2. A questionnaire to determine personal data such as sex, grade level, parental religiosity, academic achievement, parental educational level, income, and others was devised to accompany the first questionnaire.

3. Hypotheses related to the questions to be answered were formulated.

4. Permission was obtained from the selected parochial school to use the list of churches whose members attend the school.

5. A stratified random sample by denomination was drawn from these churches.

6. All high school students and their parents from these selected churches were asked to complete the questionnaire.

7. When the questionnaires were returned, the data were analyzed and conclusions and recommendations were drawn.

Limitations And Delimitations

The following were the limitations of the study.

1. The study considered attitudes concerning religion and did not seek to determine differences in attitudes in other subjects.

2. The study was concerned only with high school students of Protestant denominations and omitted those of other religions and those with no religious affiliation.

3. Some of the data were based on student perceptions of parental attitudes.

The delimitations of the study were as follows.

1. The study was conducted only at one selected Protestant parochial school in New Jersey and in the surrounding public schools

2. The survey was conducted during the 1981-1982 academic year.

3. The study surveyed only those students who have

received education in one type of school. No attempt was made to analyze responses of those students who attended both public and parochial schools for more than one year.

Definition of Terms

High School Student - A student who is normally enrolled in either the public school or a parochial school in Grades 9 through 12.

Parochial school - A school which is affiliated with a church either in terms of source of finance, administration, or through a common statement of doctrinal belief.

Religiosity - The behavior and attitudes toward religion possessed by a person as measured by the questionnaire used in this study.

Christian School - Those schools who are members or who subscribe to the theological and philosophical statements adhered to by member schools of "Christian Schools International."

Summary

There is a basic philosophical difference between the public schools and parochial schools in general and member schools of Christian Schools International in particular. The public school philosophy is to give students the academic freedom to become aware of the meaning

of life and to determine the desired way of dealing with it. The parochial school supporters will argue that the basic philosophical tenets cannot be individually determined. There are no multiple correct philosophical options. It is the obligation of the school, therefore, to help the church in its mission to train the young in the true philosophical direction and, as a result, teach all the disciplines in light of these truths.

This religious orientation permeates the school atmosphere in all subjects and it is this, in fact, that is the primary reason for the existence of the parochial schools. This study has determined whether there is a difference in religiosity between those who attend the public school and those students who attend the parochial school chosen. It examined the various behavioral, cognitive, and affective dimensions of the subject of religiosity in order to determine in which aspects the parochial school is most successful and in which it is least successful if there is a difference in attitudes. Other variables such as grade level, sex, and academic achievement were examined to determine if there is interaction between these factors and religiosity.

Chapter II

Introduction

The chapter is divided into six parts. First, the nature and purpose of parochial education will be reviewed. The theoretical considerations associated with attitudes and their formation will be discussed along with their relationship to religion. The subject of religiosity will then be analyzed followed by a review of instruments that have been devised to measure the various facets of religiosity. Finally, the effects of parochial education on religiosity and other factors will be reviewed as well as the effects of classes in religion which were given in the public school.

The Nature And Purpose Of Parochial Education

"Often overlooked by observers of our educational system is one truly unique characteristic: of all modernized countries, the United States is the only one which maintains an extensive denominational school system financed by non-governmental sources." (Greeley & Rossi, 1966, p. 1). The above quotation is with regard to the system of Catholic education that has evolved throughout the United States in the past one hundred years. While Catholic schools comprise the majority of the non public schools in

the nation, there are also schools of Protestant affiliation and other private schools with no religious affiliation.

The Protestant parochial schools owe their roots to the Reformation and Martin Luther. Luther espoused his doctrine of the Priesthood of Believers. In this doctrine, all members of the church should be able to read and interpret scripture themselves. This necessitated a system of schools so that church members could not only be taught in the doctrines of the church but could become literate in their own language so that they could read the Bible for themselves. This emphasis on education continued when Protestants from Europe emigrated to the United States. Education was necessary, and it seemed reasonable that a parochial school should be instituted so that this aspect of doctrine could be followed in the best possible manner. With a system of public education available, there was a shift in emphasis toward religious teachings as the basis for maintenance of the parochial schools. Although the detractor would be able to point with occasional justification to less than wholly sanctified motives here and there (for example: to avoid integration, to avoid bad public school situations, and even as a status seeking and status maintaining device), these institutions of learning are generally associated with a strong concern on the part of church people that their children receive a thorough training in the teachings of the Christian faith."

(Ahlschwende, 1963, p. 137)

The Catholic schools as well as the Protestant schools were instituted to train the children of church members in the academic subjects in such a way that this education was rooted in the philosophical and theological teachings of the church. This was done in order that these children would learn the doctrines of the church and, when they matured, would remain true to the church. In this way, the perpetuation of the faith was sought. Also, the public school system was seen as hostile to the continuation of religiosity and a separate system of education was essential to preserve this (Christie, 1965).

The Catholic and Protestant schools do share a philosophical background in terms of the reason for their existence. The major differences between the two types of schools have been in the methods of financing, the use of the clergy in the schools, and of course the religious principles and practices of the different denominations.

The primary purpose of parochial education does not ignore the daily activities and educational needs of the students. Academic excellence has also been a goal of parochial education. Parochial schools seek to educate the whole person. "This emphasis of gospel - God's self-disclosure and seeking love - is the content; it is factual and informational but the emphasis is cast within a personal framework. The objective is not just awareness. It is also

response, and the response is stated in terms of life's activities." (Taylor, 1965, p. 41).

In recent years there has been a renewed emphasis on the uniqueness of Catholic schools (O'Neill, 1978). Since one of the primary goals of Catholic schools, indeed of all parochial schools, is to educate the students in the practice and commitment of the respective religion of the school, it is clear that, if the schools are to be successful in this, the students who have attended the schools should in some way be more religious.

Attitudes And Attitude Formation

The subject of attitudes is a very complex one. It is described by Petty and Cacioppo (1981) as a jigsaw puzzle. The different aspects of attitudes and their formation can be analyzed from many different points of view and all look quite different. This is compounded by the fact that often the pieces don't appear to fit together nicely or completely.

It is difficult to find an all encompassing definition that all researchers can use. Gordon W. Allport is quoted (Fishbein, 1968, p. 8) to give the following definition. "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals response to all objects and situations with which it is related.

The components of attitude come from three sources; habit, cognition, and emotion (Greenwald, 1968). It has been argued that the seeds of attitudes lie in the inborn psychological makeup of the individual, or that it is the result of experiences which occur during the individual's life. At the present time, the consensus is that attitudes are influenced by both heredity and environment.

Ostrom (1968) identifies four mechanisms by which attitudes are formed. One way is that the individual combines all his experiences and integrates them into the set of attitudes that he holds. Another is that the experiences of the individual enable him to differentiate his attitudes and separate them into different aspects. The third mechanism is that a single traumatic experience can cause a tremendous impact on the individual so that he forms an attitude instantly. Fourth, the individual may not formulate his own attitudes but may imitate the attitudes of others in an attempt to emulate them.

Lewin (1935) states that a person's attitudes are embedded in his personality. These attitudes can be theoretically used to predict behavior using the construct of valence. Valence is the sum total of the individual's feelings. It is a transient state which is determined jointly by the individual's environment, personal preferences, and immediate needs rather than an enduring disposition. These factors combine to produce a positive or

negative valence or attitude toward any particular situation.

The formation of attitudes is important in the study of religion because the bases of religiosity, beliefs, are expectations of interconnecting notions. Beliefs are parts of the model which make religion consistent. Therefore, values are the result of this consistent and complex model of reality (Scheibe, 1970).

Religiosity

The notion of religiosity was first explored by Athearn in 1923, followed in 1927 by Watson and the Iowa Studies In Character studies of 1928. The study by Athearn (1923) was primarily an investigation into the Sunday School structure of Protestant churches in Indiana. In general, the conclusions drawn from the study were not complimentary. Athearn found that denominational supervision of the Sunday Schools were of the general promotional type, that denominational agencies were inadequate to carry out their mandates, and that there was inadequate supervision. While the study does not specifically deal with full time schools, it does show the initial concerns for the thorough and scientific investigation into the subject of religious education.

The studies in the 1920's concentrated on the formalistic aspects of religiosity; that is, how

conscientious the subject was in observing the overt or ritualistic aspects of religion (Davis, 1977).

Broen (1957) rejected the theory that religiosity was unidimensional. He hypothesized that five religious types could be identified. Type 1 was the person who stressed sin, judgment, and "thou shalt nots." Type 2 felt the desire and need for a religious belief to fill a personal void but lacked knowledge of specific doctrines. Type 3 placed great stress on the moral and ethical aspects of religion. Type 4 emphasized the love and glory of God and the worship of Him. Type 5 was characterized by speaking in tongues, casting out demons and such things. Broen further hypothesized that these types could be adequately locatable in terms of two religious factors. These were nearness to God and fundamentalism - humanism. A study was made of 24 subjects and significant differences were found among the five religious types represented.

During the 1960's a rebirth of interest in the topic of religiosity was experienced. Researchers began to see religiosity as a much more complicated phenomenon than had been previously thought. Lenski defined religiosity as being divisible into four indicators and found a relatively low degree of association between these factors (Lenski, 1961). He defined ritual participation, which until this time was the primary indicator of religiosity, doctrinal orthodoxy, or the agreement of the individual's beliefs with

the official church position, devotionism, or the degree of religious experience, and associationalism, or the degree to which the members of a church associate with other members to the exclusion of non-members.

Putney and Snell (1961) also defined four dimensions for the description of religiosity. The dimensions identified in this study were orthodoxy, or the amount of fundamentalism associated with the beliefs held, fanaticism, or the amount of zeal exhibited, the importance placed on religion, and ambivalence, or the degree of doubt shown. Contrary to Lenski, it was found that all of these dimensions were significantly correlated to each other.

The construct of a multi-dimensional explanation of religiosity was also used by Glock and Stark. In their study, five basic dimensions of religiosity were defined. (Glock & Stark, 1965). Religious belief or the ideological dimension was defined first. This dimension saw religiosity as adherence to a given set of values. This belief structure was divided into three parts: Warranting beliefs consist of those beliefs represented by the existence of a personal God; purposive beliefs, on the other hand, seek to explain Divine purpose and to establish man's role with regard to that purpose. These beliefs give rise to implementing beliefs which are the result of the others. These beliefs establish the proper relationships among God, man, and other men, and therefore lead directly to the

determination of proper conduct of the individual.

The second dimension is the ritualistic dimension or the amount of religion that is practiced by the individual. Again, three aspects are suggested for this dimension. These are the frequency of religious practices that exist, the variety of religious practices that exist, and the meaning that the ritual has for the individual.

The experiential dimension of religious feeling was identified next. The experience of religion suggests the aspects of concern, trust or faith, and fear.

Another important aspect of religiosity is that of religious knowledge or the intellectual dimension. There is considerable latitude to be expected in this dimension of religiosity since each denomination has its own unique set of doctrines, but all Christian denominations subscribe to the Bible. This is the common denominator, and it is on Biblical knowledge, therefore, that a measurement of this dimension can be made.

The last aspect is the consequential dimension or the study of religious effects. It is presumed that the members of a particular religious denomination will be more homogeneous with respect to such things as social, political, or familial values.

Morton B. King (1967) tested the multidimensionality of religiosity. Based on an extensive review of the literature, 11 proposed dimensions were chosen. These were

assent to creedal propositions, religious knowledge, theological perspective, dogmatism versus openness to growth and change, extrinsic versus intrinsic orientation, participation in and understanding of public and private worship, involvement with friends in the social activities of the local congregation, participation in organizational activities, financial support and attitudes toward it, loyalty to the institutional church, and attitudes toward ethical questions. A questionnaire was developed consisting of 121 items and it was administered to 575 Methodists from suburban Dallas, Texas. Twenty-one items were dropped after the analysis because they did not contribute to the analysis. The remaining 100 items showed support for the nine dimensions of religiosity. The results were re-analyzed (King & Hunt, 1969) using an original computer program and the original results were amended based upon the improved analysis. The questionnaire was administered to members of several Protestant denominations in northern Texas (King & Hunt, 1975). The denominations used for the replication were the United Presbyterian Church - USA, the Disciples of Christ, the Lutheran Church - Missouri Synod, and the Presbyterian Church - USA. A national replication (King & Hunt, 1975) was reported for members of the United Presbyterian Church - USA. As a result of the amended analysis and the two replications, King and Hunt now recognize the following nine dimensions of religiosity;

creedal assent, devotionalism, church attendance, financial support, religious despair, orientation to growth and striving, composite religious scales which consist of salience: behavior, salience: cognition, and the active regulars, and cognitive style variables, which consists of intolerance of ambiguity, purpose in life: positive, and purpose in life: negative.

Measures of Religiosity

Since the aspects of religiosity are quite complex, many instruments have been developed; some of which attempt to measure only certain aspects of the subject and others attempt to furnish a comprehensive view of the subject. Some of the researchers who have developed instruments which deal with the multi-dimensional aspects of religiosity are discussed in this section of the chapter. Charles Y. Glock and Rodney Stark (1966) did this through the use of a questionnaire consisting of 172 items. While theoretically defining five aspects of religiosity, they only attempted to measure four of them. These were belief, practice, experience, and knowledge. The instrument was administered to 3000 persons randomly selected from membership lists of 118 randomly selected churches in northern California. Eighteen months later, certain items from the questionnaire were included in a national survey of the National Opinion Research Center. Findings in this study in almost every

case were in agreement with the results of the original study by Glock and Stark. An analysis of the survey results showed that the "measured dimensions were in fact essentially uncorrelated and that other attitudes and behavior can be predicted from positions on these dimensions." (Robinson & Shaver, 1969, p. 557) The behaviors predicted were related to anti-Semitism. In the survey, orthodoxy was found to be the best predictor of all the other aspects of religiosity although this was a very poor predictor.

Faulkner and DeJong (1966) further refined the work of Glock and Stark. A scale was developed based on the dimensions of Glock and Stark, but the instrument was much shorter. The estimated time for administration was fifteen minutes as opposed to three hours for the Glock and Stark questionnaire. This is partly because the previous questionnaire sought to answer many more questions than just the aspects of religiosity. The shorter instrument was administered to 372 students in introductory sociology at Pennsylvania State University. The scales seemed to be a good overall measure of general religiosity. Although the subscores representing the five different dimensions were all correlated to a significant degree, there was evidence that the dimensions were, in fact, different. As found in the Glock and Stark study, the measure of the ideological dimension was found to be that aspect that was the best

predictor of the other dimensions of religiosity. Glock and Stark called this dimension Orthodoxy.

Lenski defined and measured religiosity in different terms (Lenski, 1961). He chose to consider the variables of involvement and orientation without attempting to measure the consequential dimension. The instrument developed for this study consisted of 155 items. Some questions were designed to elicit a simple yes/no response while others had an answer scale of the Likert type. The questionnaire was administered to 783 people in the Detroit, Michigan area. The religious dimensions were found to be significantly different.

King and Hunt (1965, 1967, 1972, 1975) developed an instrument that measured eleven areas of religiosity. It consisted of 60 items, 19 of which are scored in three areas. Validity has been verified through the original selection of the items based on the 1965 review of the literature and the subsequent analysis of the results of the questionnaire. Reliability was tested using the coefficient of homogeneity proposed as alpha by Cronbach. The questionnaire measured religiosity in the following dimensions; Creedal Assent, Devotionalism, Church Attendance, Organizational Activity, Financial Support, Religious Despair, Orientation To Growth And Striving, Saliency: Behavior, Saliency: Cognition, The Active Regulars, and Intolerance To Ambiguity.

L. J. Francis (1979) developed a scale which was used to measure religiosity but dealt only with the experiential dimension. This scale was administered to a sample of high school students in England and the results showed that students in Roman Catholic schools exhibited significantly more religiosity than either Protestant Parochial school students or public school students and that there was no significant difference between the scores of Protestant Parochial school students and public school students on this scale.

Another scale which emphasized the cognitive dimension was developed by E. B. Turner (1980). These scales were compared using a sample of students from two school systems in Northern Ireland. One of the schools was a Protestant Parochial school and the other was a Roman Catholic school. It was found that the mean scores of the groups were very close to each other and the Pearson Product Moment Correlation Coefficient was .8688. When individual scores were compared, however, Roman Catholic school students scored higher on the Francis scale which measured the experiential dimension while the Protestant Parochial school students scored higher on the Turner scale which measured the cognitive dimension.

Studies On Religiosity

And Correlates

The subject of religiosity is not necessarily related to education, but, as has been suggested, the goal of parochial education is to make the students better members of the church to which they subscribe as well as to provide an academic education. It is reasonable to compare public school and parochial students on the basis of these goals. Several studies have been conducted on this subject and deal with different levels of education and other social outcomes. Most of the studies that have been done to date, however, have compared Catholic school students with public school students.

Russel Dynes (1955) investigated the relationship between the socio-economic level of respondents and the acceptance of the church typology as opposed to that of the sect typology. He found that the church typology became increasingly accepted as the socio-economic level of the respondent increased. The study was done with various Protestant denominations and it was found that the denominations could be discriminated on the basis of church/sect typology. This led to the hypothesis that membership in the individual Protestant denominations is to some extent based on socio-economic status.

Fichter (1958) reports on an in-depth sociological

study of one Catholic elementary school and its relationship to the local parish. It was found that the school became the most important parish function. The entire parish social and financial structure was geared to the success of the school. It was found that there was no difference in the social conduct of the students in the Catholic school and the public school. The children in the study did absorb and internalize the Catholic common stock of knowledge. This represented attainment of increased religiosity in the intellectual dimension.

A study conducted in Indianapolis (Martin & Westie, 1959) showed that tolerant people scored significantly lower on a general measure of religiosity than did intolerant people. No significant relationship was shown, however, between tolerance and overt religious behavior.

In his Detroit study, Lenski (1961) found that people who had received a Catholic education attended Mass more regularly than those who attended public school. Sixty-eight percent of those from Catholic schools were rated as orthodox while fifty-six percent of the publicly educated students were labeled orthodox. Fifty-two percent of the Catholic school students were described as devotional as opposed to forty-four percent of those who attended public school. The ties with the Catholic subpopulation were stronger for those who attended the Catholic school. No mention was made as to the statistical significance of

any of the above observations.

Two confounding factors were identified in Lenski's study (1961). The first factor is that of parental influence. It was hypothesized that parents who were highly religious would have a tendency to send their children to parochial schools while parents who were not very religious would send their children to the public school. If the overriding factor that determines religiosity is parental influence, the two experimental groups would show a difference in religiosity that was not attributable to the Catholic school. Another problem is that there are many marriages in which one partner has attended Catholic school and the other attended public school. This would tend to dilute the effect of the Catholic school. Neither of these factors was addressed directly in the study nor was any attempt made to reduce their influence. It is stated that since the effects of the two factors oppose each other, it is hoped that the effects would cancel each other.

Peter and Alice Rossi (1961) support the conclusions of Lenski. That is, Catholic school students were determined to be more orthodox, more devotional, and more loyal to the church than those Catholic students who attend only the public school. The Catholic school also increased the bond to other members of the Catholic group. The researchers concluded that Catholic education was successful in its attempt to improve religiosity, but the success was

not outstanding. The students who attended parochial schools were more ritually religious than their public school counterparts but the difference found between the sexes was greater than the difference between the schools.

Dougherty (1965) studied a representative sample of adolescents in the State of Missouri and compared public school and parochial school students on the variables of friendliness, honesty, loyalty to one's family school, friends, and the activities of voluntary groups to which one belongs. He found that parochial school students had a slight but statistically significant superiority over public school students with regard to friendliness, loyalty, and responsibility. Parochial school students exhibited a considerably larger superiority on the measure of moral courage. There was no significant difference between students enrolled in the two types of schools on the scale of honesty.

Edward Hakes (1966) studied a sample of the Freshman Class at Calvin College and compared those students who had attended parochial school to those who had attended public schools. The parochial school students scored significantly higher on the Standard Bible Content Test than the public school students but there was no significant difference between the two groups on the Dogmatism Scale and the Differential Values Inventory. The latter questionnaire measures the work success ethic, individualism, puritan

morality, and future time orientation.

Perhaps the most comprehensive study in the field was performed by Greeley and Rossi (1968). The research consisted of a national sampling of 3406 respondents. They were surveyed on a wide variety of topics and the relationship of these topics to the respondent's religiosity was determined. All of the respondents were Catholic. Some of the items surveyed in addition to the matter of religiosity were: total amount of education, socio-economic level, and political attitudes. Some of the relevant conclusions were as follows. There is a moderate but statistically significant association between receiving a Catholic education and later religious behavior. Students who had received a Catholic education exhibited behavior which was in agreement with the teachings of the church more often than public school students. This relationship appeared much stronger when behavior of Catholic high school students was analyzed. The impact of Catholic education cannot be traced to any specific period in the educational process, but it seems that the attitude differences are the culmination of the entire educational process. There was also found to be a moderately strong association between religious education and academic commitment.

This study directly addressed one of the factors that Lenski (1961) stated might invalidate the results of his study. This factor was the interaction of the students'

religious attitudes and parental religious attitudes. Lenski speculated that the students were preconditioned to more or less religiosity by their parents. The relationship was analyzed and quite a different effect was indicated. There seemed to be a synergistic effect. That is, the influence of the parents and the influence of the school combined to produce an effect which is greater than would be expected. The effect of Catholic education on students whose parents scored low on religiosity was minimal.

Catholic schools were found to be more effective in academic achievement than public schools in a 1971 study (Morrison & Hodgekins). There was still a statistically significant difference between the type of schools when the effects of IQ, school, community, social class context, and the community setting were removed. This difference was hypothesized to be due to the fact that the Catholic schools can be more specialized in the offerings provided, and they can be more selective in the type of student admitted to the school. The study was based upon an analysis of the proportions of students who graduated from high school and the proportions who attended college.

William Fox and Elton Jackson (1973) conducted a similar study and found that Protestants had a higher level of academic achievement than Catholics except for those in the Southern part of the United States. The difference was confined to those people who had a northwest European

ancestry. The type of school attended was not studied in this investigation.

Public School Religion Courses

While the religious approach is used in all aspects of the parochial schools, there are some public schools which offer elective courses in religious studies. The courses attempt to teach religion in a manner which is theologically neutral. Collis and Apt (1978) surveyed public school students who were enrolled in a religious studies course. Sixty-three percent said they understood their faith better as a result of the course. Of the enrolled students, seventy-one percent said they belonged to a religious organization before enrolling in the course. While students professed increased religious understanding as a result of the course, no attempt was made to measure the religiosity of this group in comparison to either Christian school students or other public school students who did not attend the course.

Summary

Catholic as well as Protestant parochial educational systems seek to teach religious principles as well as academic subjects. These religious principles encompass attitudes and behavior as well as knowledge. In an attempt

to systematize the subject of religiosity, researchers have studied these aspects and are in agreement that religiosity is multidimensional. There is considerable disagreement, however, as to the number and definitions of these dimensions.

Catholic education has been shown to be associated with a greater measurement of religiosity. This rise in the religiosity score is most pronounced in those students who have parents who also score highly on these questionnaires.

Chapter III

Introduction

The problem of the study was to determine first if there was a difference in attitudes toward religion among students based upon any of the selected demographic variables of this study and second, to determine if there are differences in attitudes toward religion between students attending Eastern Christian High School and those students attending the area public schools. The study involved obtaining demographic information and responses concerning religiosity from a sample of public high school students and from a sample of parochial high school students.

This chapter will present the procedures followed in the investigation. It will include a description of the population and the methods used to obtain a sample of the population. It will describe the questionnaire that was used for the collection of data. It will describe the way in which validity and reliability of the questionnaire was determined. Further, it will describe the way that the data was organized, presented, and analyzed. The chapter will conclude with a listing of the statistical hypotheses tested along with data supporting the test methods of analysis.

Population Description

The population for this study consisted of all high school students who were members of evangelical churches of Protestant denominations in northwest Bergen County and northern Passaic County in New Jersey and who have attended exclusively either public schools or Christian schools. The churches that were included in the population had at least one member who attended Eastern Christian High School. These churches have beliefs which are very similar to each other and which are consistent with the statement of goals and beliefs of the Eastern Christian School Association and of Christian Schools International. There were 97 churches that were represented in this population. The average number of high school students in each church was 17. An estimate of the population was 1,649 students. Of these, 422 attend Eastern Christian High School and 1,227 attend one of approximately ten public schools in the area.

Eastern Christian High School is one school of the Eastern Christian School Association. The association is a system of four schools including grades K-12. The high school is located in North Haledon, New Jersey and has an enrollment of 422 students in Grades 9-12. The Eastern Christian School Association is governed by a board of directors who are elected by members of the association. Membership in the association is open to all those who sign

a statement of agreement with the religious principles of the association. The principles are evangelical in nature.

The sampling procedures for the study were as follows. A list of area churches from which one or more members attend Eastern Christian High School was obtained from the administration. The churches which encompassed the population for the study fall into six denominational groups. The composition of the churches are listed in Table I. A random sample of churches stratified by church denomination was drawn from the group of churches and these churches were visited. All high school students and their parents at each of the selected churches were asked to meet and complete the questionnaire. A total of 234 students and their parents came to the meetings and completed the questionnaire. Of these, 18 were not tabulated because the

Table I

DESCRIPTION OF THE STRATIFICATION OF THE SAMPLE

Denomination	Number of Churches in the Population	Number of Churches in the Sample
Christian Reformed	31	5
Reformed	10	2
Lutheran	6	1
Presbyterian	8	1
Baptist	14	2
Non-Denominational	28	5

student's education was a combination of both Eastern Christian and the public school.

Of the valid questionnaires received, 124 were from students who attend Eastern Christian and 92 were from public school students. The sample size means that there is a 95% probability that the scores of the Eastern Christian students lie within 3.6 points of the Christian school student population and there is a 95% probability that the scores of the public school students lie within 4.8 points of the public school student population. The confidence interval is based upon the derivation of Mendenhall, Ott, and Scheaffer (1971) and is based upon the total questionnaire. These probabilities are based upon a random response.

Categories of Investigation

The completed questionnaires were analyzed according to each of the following categories: sex, grade level, academic aptitude, perceived parental religiosity, parental educational level, student educational aspirations, parental income, and the type of school which is attended. The independence of religiosity to each of these characteristics was tested. The grade level of the students is listed for Grades 9 through 12. In the listing of academic aptitude, students and parents were asked to report the average letter grade the students have attained in high school. The

responses of the parents were used if there was disagreement. They responded with the letters A, B, C, or D. Only four respondents listed "D" as the average high school grade so this response was collapsed into the responses of the "C" students. The questionnaire included items asking students to rate their parents on the dimensions of religiosity. These ratings were used to classify the parents on a six point scale in terms of the amount of religiosity perceived by their children. The responses of only four students placed their parents in the sixth or least religious category. This data was collapsed into the fifth category to eliminate errors in the analysis due to the small number of responses.

The questionnaire also asked the parent's educational level in number of years of school attended. The educational level of the parents was separated into five categories. These are: less than a high school diploma, high school graduate, some college or technical school training, an undergraduate college degree, and graduate work at college. The classifications were used for each student's father, mother and for the average amount of education attained by both parents.

The future aspirations of the students were investigated with a multiple-choice item. The responses included: work, military, college, family, technical school, and other. Three respondents chose "Other" and

specified "Undecided". These surveys were not analyzed in this category.

Income was investigated on the parents' questionnaire with the following options: under \$10,000, \$10,000 - \$15,000, \$15,000 - \$20,000, \$20,000 - \$25,000, \$25,000 - \$30,000, \$30,000 - \$35,000, \$35,000 - \$40,000, and over \$40,000 per year. No one responded in the category under \$10,000 per year.

For the purpose of this investigation, students who had attended both the public school and parochial schools and had attended each of these schools for two or more years were disqualified from the analysis. If a student had attended one type of school for only one year, that questionnaire was included with those of the school in which most of the attendance occurred.

One problem that may be cited is the reason for attendance at Eastern Christian High School and that this may be for many reasons other than for religious preference. This variable is not a factor in this study for two reasons. The first precaution used is that questionnaires of students who have attended both types of schools will be eliminated from analysis in the investigation. If the student is attending either school because of difficulties in the previous situation, they probably will have exceeded the one year enrollment maximum per school type and the results of that questionnaire will be disregarded. Secondly, the

process of parochial education is being investigated and the reasons for attendance in a parochial school will not change the type of education that is being received.

The reason for attendance at the particular school chosen was investigated using a multiple choice question on the parent's questionnaire. The parents were asked "If your son or daughter attends Eastern Christian, what do you believe is the most important reason you chose Eastern Christian over the public school." The results of the question are shown in Table 2. It can be seen that the overwhelming majority of these parents gave Christian atmosphere as their reason for choosing Eastern Christian. The parents of the public school students answered the following question. "If your student attends the public school, what do you believe is the most important reason that you decided against Eastern Christian." The results of the question are shown in Table 3. The largest group responded with the "Other" designation. Of the 37 responses, 11 replied that they never considered Christian school, 8 people responded that they did not know of a Christian school, 8 cited the cultural isolation of the Christian school as the reason for choosing public school, 4 said they believe in the public school system, 3 cited the distance to the Christian school as prohibitive, and 3 said the public school was a good one.

The dimensions of religiosity measured in the

Table 2

PARENT RESPONSES TO THE QUESTION ASKING FOR THE REASON FOR EASTERN CHRISTIAN ATTENDANCE.

Choice	Number of Responses	Percent of Responses
Christian Atmosphere	119	89.5%
Bible Classes	1	0.7%
Increased Discipline	0	0.0%
Problems In Another School	2	2.3%
Other (Specify)	8	6.0%
No Response	2	1.5%

Table 3

PARENT RESPONSES TO THE QUESTION ASKING FOR THE REASON FOR PUBLIC SCHOOL ATTENDANCE.

Choice	Number of Responses	Percent of Responses
Tuition Cost	31	33.7%
Lack of Course Offerings	8	8.7%
Lack of Educational Excellence	4	4.3%
School Atmosphere	4	4.3%
Other (Specify) -----	37	40.2%
No Response	8	8.7%

questionnaire were as follows.

Creedal Assent refers to agreement with the central doctrines of the Christian tradition and emphasizes the basic theological propositions of Protestantism.

Devotionalism is the dimension that emphasizes the importance or private of personal communion with God. This dimension has to do with feelings rather than knowledge.

Church Attendance attempts to measure how faithfully the respondent attends the Sunday worship services of his church.

Organizational Activity is the dimension that is related to the involvement in any office, committee, or task by which the congregation and denomination maintains itself.

Financial Support is the dimension related to how actively the respondent supports the church financially.

Religious Despair is the dimension that relates to the attitude that religion is beyond human understanding. This causes the individual to become disillusioned and filled with despair.

Orientation to Growth and Striving relates to the dimension that emphasizes an effort to grow and change in one's life as a child of God in both the aspect of understanding and its carry over into everyday life.

Saliency: Behavior relates to how frequently the respondent does something religious such as sharing the problems and joys of trying to live a life of faith, trying

to convert someone, or talking about religion to someone.

Salience: Cognition is the dimension which relates to the salience of religion in thought and feeling. It indicates how religious beliefs lie behind the respondent's approach to life and how religion carries over into daily life.

The Active Regulars is a composite scale which measures total congregational involvement. It encompasses elements of the dimensions of church attendance, organizational activity, and financial support.

Intolerance of Ambiguity is the dimension that measures rigid categorical thinking in contrast to willingness and ability to perceive gradation, variance, and relativity. A person who is more religious will be able to distinguish gradation in meaning in contrast to the less religious person who sees things as black or white.

Method of Collecting Data

The analysis of the data was based on the numerical score from the questionnaire administered to each of the students selected. The questionnaire was one constructed by Morton King of the Department of Sociology and Anthropology at Southern Methodist University. Other questions regarding the student's sex, grade level, and other demographic variables were added. The items for the original questionnaire by King were selected based on a "careful

search of the relevant literature (King, 1967, p.174)" and through the use of three preliminary surveys. The results were subjected to a factor analysis and inappropriate items were eliminated. The complete questionnaire consists of 60 questions in 13 dimensions. These dimensions are creedal assent, devotionalism, church attendance, organizational activity, financial support, religious despair, orientation to growth and striving, salience: cognition, salience: behavior, the active regulars, intolerance of ambiguity, positive purpose in life, and negative purpose in life.

Validity of the questionnaire has been verified through the original search of the literature and validations have been made using other Protestant denominations and in other geographic areas. The original questionnaire (King, 1967) was sent to 575 active and inactive members of six Methodist congregations in the city of Dallas and its suburbs. The questionnaire was replicated using a sample of members of four Protestant denominations in northern Texas (King & Hunt, 1972). The questionnaire was nationally replicated with a sample from the United Presbyterian Church - U. S. A. (King & Hunt, 1975). All of the administrations used a sample of all ages of church members. A sample of clergymen from churches of the population for this study were asked for their opinion regarding the validity of the questionnaire. Their unanimous opinion was that it was valid for the group of

students who might be selected for the study. They saw no differences between this population and the validation group for the purposes of this study.

For the reliability measurement, high school students were asked to complete the questionnaire at a "young peoples society" meeting at the Trinity Christian Reformed Church of North Haledon, New Jersey. Fourteen students were surveyed at two different meetings. The Pearson product moment correlation coefficient was used to measure the test/retest reliability of the questionnaire. These correlation coefficients are shown in Table 4. All coefficients are usable except those for religious despair, positive purpose in life, and negative purpose in life. Because of the low correlations, these subtest scores were not included in the study.

Method of Organizing Data

Means for each of the ten dimensions of religiosity were calculated for each of the groups. Variances were also calculated to determine if the assumptions underlying the analysis of variance were satisfied. These means are presented in a matrix for each analysis of variance.

Table 4

TEST/RETEST RELIABILITY OF SUBTESTS USING THE PEARSON
PRODUCT MOMENT CORRELATION COEFFICIENT.

Test	Correlation Coefficient
Creedal Assent	.88
Devotionalism	.74
Church Attendance	.79
Organizational Activity	.92
Financial Support	.71
Religious Despair	.42
Orientation to Growth and Striving	.77
Salience: Behavior	.72
Salience: Cognition	.64
The Active Regulars	.79
Intolerance of Ambiguity	.66
Positive Purpose in Life	-.14
Negative Purpose in Life	.31
Total	.79
Total (excluding nonsignificant tests)	.81

Statistical Hypotheses

The following statistical hypotheses were tested for each of the ten dimensions of religiosity that are identified in the questionnaire and for the total test score. An analysis of each of the hypotheses follows the list.

1. H_0 There is no significant interaction between the sex of the student and the type of school attended on the measurements of religiosity.
2. H_0 There is no significant difference in the mean score of males and the mean score of females on the measurements of religiosity.
3. H_0 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurements of religiosity.
4. H_0 There is no significant interaction between the groups based upon school achievement and the type of school attended on the measurements of religiosity.
5. H_0 There is no significant difference among the mean scores of the four groups when separated by school achievement on the measurements of religiosity.
6. H_0 There is no significant interaction between the level of perceived parental religiosity and the type of school attended on the measurements of religiosity.

7. H_0 There is no significant difference among the mean scores of the five groups when separated based upon perceived parental religiosity on the measurements of religiosity.

8. H_0 There is no significant interaction between the level of the father's education and the type of school attended on the measurements of religiosity.

9. H_0 There is no significant difference among the mean scores of the five groups when separated upon the father's educational level on the measurements of religiosity.

10. H_0 There is no significant interaction between the level of the mother's education and the type of school attended on the measurements of religiosity.

11. H_0 There is no significant difference among the mean scores of the five groups when separated by the mother's educational level on the measurements of religiosity.

12. H_0 There is no significant interaction between the average value of the parents educational level and the type of school attended on the measurements of religiosity.

13. H_0 There is no significant difference among the mean scores of the five groups when separated on the basis of average parental educational level on the measurements of religiosity.

14. H_0 There is no significant interaction between

the educational aspirations of the student and the type of school attended on the measurements of religiosity.

15. H_0 There is no significant difference among the mean scores of the five groups when separated by educational aspirations on the measurements of religiosity.

16. H_0 There is no significant interaction between the grade level of the student and the type of school attended on the measurements of religiosity.

17. H_0 There is no significant difference among the mean scores of the four groups when separated by grade level on the measurements of religiosity.

18. H_0 There is no significant interaction between the family income level and the type of school attended on the measurements of religiosity.

19. H_0 There is no significant difference among the mean scores of the seven groups when separated by family income level on the measurements of religiosity.

Analysis Of Data

The data was organized using a two-way analysis of variance and all hypotheses were tested at the .10 level of significance. An analysis of the consequences suggests that more care should be exercised to guard against a Type II error. The two way analysis of variance was chosen in order to test for interaction as well as for differences in the mean scores of the individual groups.

It should be noted that in the analysis of all hypotheses the mean scores are given. In every case a lower numerical score indicates more religiosity.

Summary

This study analyzed the measurements of the dimensions of religiosity for high school students in northwest Bergen County and northern Passaic County in New Jersey. The population of Christian school students were those students who attended Eastern Christian High School while those students of the public school student population were those students who attend public schools but who attended churches which had at least one member attending Eastern Christian High School.

A sample of each of these populations, stratified by church denomination, was drawn and these students and their parents were asked to respond to a questionnaire. In addition to questions which measured religiosity, questions to determine demographic variables were asked. The demographic variables were sex, grade level, academic achievement level, perceived parental religiosity, parental educational level, father's educational level, mother's educational level, student's educational aspirations, school type, and income level. The dimensions of religiosity that were analyzed were creedal assent, devotionism, church attendance, organizational activity, financial support,

orientation to growth and striving, salience: behavior, salience: cognition, the active regulars, and intolerance of ambiguity. The total religiosity score was also analyzed.

The results of the questionnaire were analyzed using a two way analysis of valiance which allowed analysis of interaction as well as the main effects of the variables.

Chapter IV

Introduction

This chapter will present the analysis of the data gathered in the study. The data consisted of the religiosity scores of public school students and Christian school students. The scores were composed of ten subscales and the total religiosity score. The subscales were Creedal Assent, Devotionalism, Church Attendance, Organizational Activity, Financial Support, Orientation to Growth and Striving, Salience: Behavior, Salience: Cognition, The Active Regulars, and Intolerance Of Ambiguity. The students were separated according to the type of school attended. This school type difference was analyzed with a two way analysis of variance to test for interaction on each of the nine variables. These demographic variables were sex, grade level, academic achievement level, perceived parental religiosity, parental educational level, student educational aspirations, and parental income. There were 99 combinations of variables and therefore 99 analyses and ANOVA tables. Each of the analyses gives the results of three null hypotheses. The first is related to significance of interaction between the type of school attended and the demographic variable under consideration. The other null hypotheses are related to significant differences among the

groups when separated according to the main effects being studied.

Following the eleven analyses of each of the demographic variables, a summary of the results is listed. All hypotheses were tested at the .10 level of significance. Those hypotheses that were significant are marked with a "*". Those that were also significant at the .05 level are marked with a "#" and those hypotheses which showed significance at the .01 level are marked with a "***".

Analysis Of Sex Against School Type

A two-by-two matrix was constructed with sex on one axis and the type of school attended on the other. A two-way analysis of variance was used to test for interaction as stated in Hypothesis 1. If interaction was found on any of the scales, analysis of these variables was terminated. If no interaction was found, the main effects were tested as stated in Hypotheses 2 and 3.

Creedal Assent refers to agreement with the central doctrines of the Christian tradition and emphasizes the basic theological propositions of Protestantism.

The analysis of data for school type against sex for the Creedal Assent subscale is listed in Table 5.

Table 5

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE CREEDAL ASSENT
SUBSCALE.

Source Of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	180.604	1	180.604	17.08**
Sex	61.959	1	61.959	5.86#
Interaction	8.056	1	8.056	.76
Within	2242.34	212	10.557	

= significant at the .05 level

** = significant at the .01 level

Mean score for public school students = 10.90

Mean score for Christian school students = 9.01

Mean score for males = 10.33

Mean score for females = 9.26

H₀1 There is no significant interaction between the sex of the student and the type of school attended on the measurement of creedal assent.

H₀2 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.

H₀3 There is no significant difference between the mean score of males and the mean score of females on the measurement of Creedal Assent.

The data for the measurement of creedal assent showed that there was no significant interaction between these variables. The F value obtained was .761. The null hypothesis was retained.

On this subscore, there was a significant difference between the public school students and the Christian school students. The F value of 17.07 was significant at the .01 level so the null hypothesis was rejected. Christian school students of both sexes showed more agreement with the creeds of the church than did public school students. There was also a significant difference between the means of the sexes. When the scores were compared on this scale, an F value of 5.86 was obtained. This was significant at the .05 level and the null hypothesis was rejected. Females in both types of schools agreed with the creeds of the church more consistently than males.

Devotionalism is the dimension that emphasizes the importance of private or personal communion with God. This dimension has to do with feelings rather than knowledge.

The data for the analysis of school type against sex for the Devotionalism subscale are shown in Table 6.

Table 6

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE DEVOTIONALISM
SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	13.302	1	13.302	1.26
Sex	68.684	1	68.684	6.51**
Interaction	16.075	1	16.075	1.52
Within	2237.07	212	10.552	

** = significant at the .01 level

Mean score for public school students = 10.50

Mean score for Christian school students = 9.99

Mean score for males = 10.80

Mean score for females = 9.57

H₀₄ There is no significant interaction between the sex of the student and the type of school attended on the measurement of Devotionalism.

H₀₅ There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Devotionalism.

H₀₆ There is no significant difference between the mean score of males and the mean score of females on the measurement of Devotionalism.

There was no significant interaction between the sex of the student and the type of school attended. The null hypothesis was therefore retained.

There was also no significant difference between the mean score of Christian school students and the mean score of public school students. The null hypothesis was retained here also.

There was a significant difference between males and females on the measurement of devotionalism. Females exhibited more devotionalism as measured on the subtest. The F value of 6.51 was significant at the .01 level. The null hypothesis was rejected.

Church Attendance attempts to measure how faithfully the respondent attends the Sunday worship services of his church. Data for the analysis of school type against sex for the Church Attendance subscale are shown in Table 7.

Table 7

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE CHURCH ATTENDANCE
SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1.876	1	1.876	.72
Sex	18.579	1	18.579	7.08**
Interaction	.010	1	.010	.004
Within	556152.	212	2.623	

** = significant at the .01 level

Mean score for public school students = 5.86

Mean score for Christian school students = 6.03

Mean score for males = 6.24

Mean score for females = 5.65

H₀₇ There is no significant interaction between the sex of the student and the type of school attended on the measurement of Church Attendance.

H₀₈ There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Church Attendance.

H₀₉ There is no significant difference between the mean score of males and the mean score of females on the measurement of Church Attendance.

No significant interaction was found between the variables so the null hypothesis was retained. No significant difference was found between the mean public school score and the mean Christian school score. The null hypothesis was retained here also. The mean score of females was significantly lower numerically than that of males. The F value of 7.08 showed that the null hypothesis was rejected. Females showed a more religious score on church attendance than males did.

Organizational Activity is the dimension that is related to the involvement in any office, committee, or task by which the congregation and denomination maintains itself. Data for the analysis of school type against sex for the Organizational Activity subscale is shown in Table 8.

Table 8

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE ORGANIZATIONAL
ACTIVITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	114.372	1	114.372	9.66**
Sex	190.784	1	190.784	16.12**
Interaction	14.983	1	14.983	1.27
Within	2508.88	212	12.254	

** = significant at the .01 level

Mean score for public school students = 14.54

Mean score for Christian school students = 15.99

Mean score for males = 16.31

Mean score for females = 14.37

H₀10 There is no significant interaction between the sex of the student and the type of school attended on the measurement of Organizational Activity.

H₀11 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of organizational activity.

H₀12 There is no significant difference between the mean score of males and the mean score of females on the measurement of Organizational Activity.

There was no significant interaction between the variables in this analysis; therefore, the null hypothesis was retained. There was a significant difference between the mean scores of public school students and the mean score of Christian school students on this subscale. The public school students participated in organizational activities more than the Christian school students did. There was also a significant difference between the mean scores based on sex. Again, as with the other subscores, females had a lower score indicating more organizational activity. The null hypotheses for both differences in means based upon sex and school type for this subscale were rejected.

Financial Support is the dimension related to how actively the respondent supports the church financially. Data for the analysis of sex against school type for the Financial Support subscale are shown in Table 9.

Table 9

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE FINANCIAL SUPPORT
SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	40.690	1	40.690	3.32*
Sex	1.704	1	1.704	.14
Interaction	31.047	1	31.047	2.53
Within	2597.92	212	12.254	

* = significant at the .10 level

Mean score for public school students = 11.99

Mean score for Christian school students = 11.14

Mean score for males = 11.65

Mean score for females = 11.33

H₀13 There is no significant interaction between the type of school attended and the sex of the student on the measurement of Financial Support.

H₀14 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Financial Support.

H₀15 There is no significant difference between the mean score of males and the mean score of females on the measurement of Financial Support.

No significant interaction was found between these variables on this subscale. The null hypothesis was retained. The Christian school students had a mean score which indicated significantly more financial support than the mean score of public school students. The null hypothesis was rejected. There was no significant difference between the mean score of males and the mean score of females on this subscale so the null hypothesis was retained.

Orientation to Growth and Striving relates to the dimension that emphasizes an effort to grow and change in one's life as a child of God in both the aspect of understanding and its carry over into everyday life. Data for the analysis of sex against school type for the Orientation to Growth and Striving subscale are shown in Table 10.

Table 10

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE ORIENTATION TO
GROWTH AND STRIVING SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	42.349	1	42.349	3.95
Sex	140.487	1	140.487	13.10
Interaction	32.684	1	32.684	3.05*
Within	2272.63	212	10.720	

* = significant at the .10 level

Cell means for the analysis.

	Male	Female
Christian School	14.67	12.25
Public School	14.78	13.93

H₀16 There is no significant interaction between the type of school attended and the sex of the student on the measurement of Orientation to Growth And Striving.

H₀17 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Orientation to Growth and Striving.

H₀18 There is no significant difference between the mean score of males and the mean score of females on the measurement of Orientation to Growth and Striving.

There was significant interaction between the variables on this subscale. There was a much larger difference between the mean scores of the females of the different school types than there was for the males. On this subscale, Christian education was associated with a larger level of orientation to growth and striving for females than for males.

The analysis of the differences between the sexes or between the school types was not interpreted because of the interaction. Null hypothesis H₀16 was rejected. The other null hypotheses were not tested because of the interaction.

Saliency: Behavior relates to how frequently the respondent does something religious such as sharing the problems and joys of trying to live a life of faith, trying to convert someone, or talking about religion to someone. Data for the analysis of school type against sex for the

Saliency: Behavior subscale are shown in Table 11.

Table 11

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE SALIENCE: BEHAVIOR
SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	7.736	1	7.736	.61
Sex	87.894	1	87.894	6.89**
Interaction	24.385	1	24.385	1.91
Within	2704.08	212	12.755	

** = significant at the .01 level

Mean score for public school students = 22.00

Mean score for Christian school students = 22.38

Mean score for males = 22.88

Mean score for females = 21.50

H₀19 There is no significant interaction between the type of school attended and the sex of the student on the measurement of Salience: Behavior.

H₀20 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Behavior.

H₀21 There is no significant difference between the mean score of males and the mean score of females on the measurement of Salience: Behavior.

There was no significant interaction between the variables in the hypothesis on the subscale nor was there a significant difference between the mean scores of public and Christian school students on this subscale. The null hypothesis in both of these cases was retained. The mean score for females was significantly lower than the mean score of males, indicating more behavioral salience, and therefore null hypothesis H₀21 was rejected.

Salience: Cognition is the dimension which relates to the salience of religion in thought and feeling. It indicates how religious beliefs lie behind the respondents approach to life and how religion carries over into daily life. Data for the analysis of school type against sex for the Salience: Cognition subscale are shown in Table 12.

Table 12

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE SALIENCE:
COGNITION SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	49.008	1	49.008	2.76*
Sex	178.814	1	178.814	10.07**
Interaction	3.997	1	3.997	.23
Within	3763.14	212	17.751	

* = significant at the .10 level

** = significant at the .01 level

Mean score for public school students = 16.37

Mean score for Christian school students = 15.37

Mean score for males = 16.71

Mean score for females = 14.81

H₀22 There is no significant interaction between the type of school attended and the sex of the student on the measurement of Salience: Cognition.

H₀23 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Cognition.

H₀24 There is no significant difference between the mean score of males and the mean score of females on the measurement of Salience: Cognition.

There was no significant interaction between the variables in this subscale. The null hypothesis was retained. There were significant differences in the mean score of males and females and in the mean score of public and Christian school students. Both hypotheses H₀23 and H₀24 must be rejected. The public school student mean score indicated more cognitive salience than that of Christian school students. The mean score for females was lower than that of males.

The Active Regulars is a composite scale which measures total congregational involvement. It encompasses elements of the dimensions of Church Attendance, Organizational Activity, and Financial Support. Data for the analysis of school type against sex for the Active Regulars subscale are shown in Table 13.

Table 13

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE ACTIVE REGULARS
SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	114.671	1	114.671	5.70#
Sex	171.872	1	171.872	8.55**
Interaction	26.089	1	26.089	1.30
Within	4262.7	212	20.107	

= significant at the .05 level

** = significant at the .01 level

Mean score for public school students = 20.75

Mean score for Christian school students = 22.49

Mean score for males = 22.49

Mean score for females = 20.62

H₀25 There is no significant interaction between the type of school attended and the sex of the student on the measurement of The Active Regulars.

H₀26 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of The Active Regulars.

H₀27 There is no significant difference between the mean score of males and the mean score of females on the measurement of The Active Regulars.

There was no significant interaction between these two variables on this subscore. The null hypothesis H₀25 was retained. There was a significant difference in the means of both school type and sex. On this test, public school students scored significantly lower than did Christian school students. Public school students were more regularly active. Females had a mean score which indicated significantly more activity than that of males. These findings indicate that both null hypotheses H₀26 and H₀27 were rejected.

Intolerance To Ambiguity is the dimension that measures rigid categorical thinking in contrast to willingness and ability to perceive gradation, variance, and relativity. A more religious score indicates more tolerance for the views of others. The religious person, according to this scale, will be able to discern shades of difference in

meaning rather than seeing things in black and white. Data for the analysis of school type against sex for the Intolerance of Ambiguity subscale are shown in Table 14.

Table 14

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE INTOLERANCE OF AMBIGUITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	25.986	1	25.986	1.75
Sex	382.990	1	382.990	25.81**
Interaction	.042	1	.042	.28
Within	3145.32	212	14.836	

** = significant at the .01 level

Mean score for public school students = 14.20

Mean score for Christian school students = 14.83

Mean score for males = 15.85

Mean score for females = 13.17

H₀28 There is no significant interaction between the type of school attended and the sex of the student on the measurement of Intolerance of Ambiguity.

H₀29 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Intolerance of Ambiguity.

H₀30 There is no significant difference between the mean score of males and the mean score of females on the measurement of Intolerance of Ambiguity.

There was no significant interaction between the variables being analyzed in these hypotheses. There was also no significant difference between the mean score of public school students and that of Christian school students; therefore, hypotheses H₀28 and H₀29 were retained.

There was a significant difference between the mean scores of the sexes. Again, as in many other subscales, females, on the average, showed more tolerance of ambiguity than did males. The null hypothesis H₀30 was rejected in light of the high F value.

Data for the analysis of school type against sex for the total test of religiosity are shown in Table 15.

Table 15

DATA FOR SCHOOL TYPE AGAINST SEX FOR THE TOTAL TEST OF RELIGIOSITY.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	40.333	1	40.333	.075
Sex	10569.3	1	10569.3	19.76**
Interaction	784.435	1	784.435	1.47
Within	113367	212	534.75	

** = significant at the .01 level

Mean score for public school students = 141.49

Mean score for Christian school students = 140.42

Mean score for males = 147.98

Mean score for females = 133.22

H₀31 There is no significant interaction between the type of school attended and the sex of the student on the measurement of the total test of religiosity.

H₀32 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of the total test of religiosity.

H₀33 There is no significant difference between the mean score of males and the mean score of females on the measurement of the total test of religiosity.

No significant interaction was found between the sex of the respondent and the type of school attended. No significant difference was found between the mean scores of public school students and that of Christian school students. For this reason, null hypotheses H₀31 and H₀32 were retained.

There was a significant difference between the mean scores of the sexes on the total test. The mean total score for females proved to be numerically lower than the mean score for males. This indicated that females had more measured religiosity. The null hypothesis was rejected. In fact, the significance was determined to be at the .00008 level.

Summary

In the analyses of variance between sex and school

type, interaction was found on the Orientation to Growth and Striving subscale. The mean scores of public school males and Christian school males were almost equal while Christian school females had a mean score indicating more religiosity than that of public school females. No significant difference was found on the Financial Support subscale but all the other subscales showed that females were significantly more religious than males.

The results of the analyses of the difference in school type will be summarized at the conclusion of chapter IV.

Analysis of Average Report Card Grade Against School Type

A two by three matrix was constructed to investigate the relationship of the type of school attended and the academic achievement level of the students. A two-by-four matrix was originally used. School type was listed on one axis and the average report card grade earned in high school was used on the other axis. Responses were A, B, C, or D. Only five students listed their average report card grade as "D". Because of the small number of entries, this column was collapsed into the column for the "C" students. This was done because the responses of "D" students are important in that they have not been previously investigated. To eliminate these scores from consideration would limit the

usefulness of the conclusions.

Data for the analysis of school type against average report card grade for the Creedal Assent subscale are shown in Table 16.

Table 16

DATA FOR SCHOOL TYPE AGAINST AVERAGE REPORT CARD GRADE FOR THE CREEDAL ASSENT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	160.02	1	160.02	14.99**
Grade Earned	32.62	2	16.31	1.53
Interaction	18.28	2	9.14	.86
Within	2241.19	210	10.67	

** = significant at the .01 level

Mean score for public school students = 10.90

Mean score for Christian school students = 9.01

Mean score for "A" students = 9.47

Mean score for "B" students = 9.72

Mean score for "C" and "D" students 10.13

H₀34 There is no significant interaction between the type of school attended and the academic aptitude of the students on the measurement of Creedal Assent.

H₀35 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.

H₀36 There is no significant difference among the mean scores of the groups when separated according to the average high school report card grade on the measurement of Creedal Assent.

There was no significant interaction between the variables on this analysis. There was also no significant difference among the student grade groups on this subscore. Therefore null hypotheses H₀33 and H₀34 were retained. There was a significant difference between the mean score of public school students and that of Christian school students. This null hypothesis was rejected.

Data for the analysis of school type against average report card grade for the Devotionalism subscale are listed in Table 17.

Table 17

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD
GRADE FOR THE DEVOTIONALISM SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	38.27	1	38.27	3.72#
Grade Earned	178.55	2	89.27	8.68**
Interaction	24.02	2	12.01	1.17
Within	2159.73	210	10.28	

= significant at the .05 level

** = significant at the .01 level

Mean score of public school students = 10.50

Mean score for Christian school students = 9.99

Mean score for "A" students = 8.65

Mean score for "B" students = 10.18

Mean score for "C" and "D" students = 11.03

H₀37 There is no significant interaction between the type of school attended and the academic aptitude of the student on the measurement of Devotionalism.

H₀38 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Devotionalism.

H₀39 There is no significant difference between the mean score of the groups when separated according to average high school report card grade on the measurement of Devotionalism.

There was no interaction between the variables of this analysis. Null hypothesis H₀37 was retained. There was a significant difference in each of the main effects studied in this analysis. On this subscale, Christian school students had a mean score which indicated more devotionalism than that of public school students. Also, there was an increase in devotionalism with the average high school grade. That is, "A" students scored most devotional, followed by "B" students, with "C" and "D" students scoring least devotional. Due to the F values, null hypotheses H₀38 and H₀39 were rejected.

Data for the analysis of school type against average report card grade for the Church Attendance subscale are shown in Table 18.

Table 18

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD
GRADE ON THE CHURCH ATTENDANCE SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.71	1	.71	.27
Grade Earned	22.15	2	11.07	4.21#
Interaction	6.85	2	3.43	1.30
Within	552.27	210	2.63	

= significant at the .05 level

Mean score for public school students = 5.86

Mean score for Christian school students = 6.03

Mean score for "A" students = 5.38

Mean score for "B" students = 5.93

Mean score for "C" and "D" students = 6.29

H₀40 There is no interaction between the type of school attended and the average high school report card grade on the measurement of Church Attendance.

H₀41 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Church Attendance.

H₀42 There is no significant difference between the mean score of the groups when separated according to the average school report card grade on the measurement of Church Attendance.

No significant interaction was found between the variables in this analysis. There was no significant difference between the mean scores of different school type groups. There was a significant difference between the mean scores of the groups based upon grades earned. On this subscale, as in the last, higher academic achievement was associated with scores that indicated increased church attendance. "A" students had the score indicating highest church attendance and "C" and "D" students had the score indicating least church attendance. Null hypotheses H₀40 and H₀41 were retained and null hypothesis H₀42 was rejected.

The data for the analysis of school type against average report card grade for the Organizational Activity subscale are listed in Table 19.

Table 19

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD GRADE FOR THE ORGANIZATIONAL ACTIVITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	81.09	1	81.09	6.51#
Grade Earned	88.67	2	88.67	3.56#
Interaction	18.48	2	9.24	.74
Within	2615.88	210	12.46	

= significant at the .05 level

Mean score for public school students = 14.54

Mean score for Christian school students = 15.99

Mean score for "A" students 13.85

Mean score for "B" students = 15.28

Mean score for "C" and "D" students = 16.28

H₀43 There is no significant interaction between the type of school attended and the average high school report card grade on the measurement of Organizational Activity.

H₀44 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Organizational Activity.

H₀45 There is no significant difference among the groups when separated according to average high school report card grade on the measurement of Organizational Activity.

There was no significant interaction between the variables of this analysis. Null hypothesis H₀43 was retained. The main effects both showed significant differences in the mean scores. Public school students had a mean score which was significantly numerically lower than that of Christian school students. They participated in organizational activities of the church more than Christian school students do. Again, "A" students were the most active with less organizational activity being associated with lower high school grades. Null hypotheses H₀44 and H₀45 were therefore rejected.

Data for the analysis of school type against average report card grade for the Financial Support subscale are shown in Table 20.

Table 20

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD
GRADE FOR THE FINANCIAL SUPPORT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	57.87	1	57.87	4.76#
Grade Earned	54.08	2	27.04	2.23
Interaction	35.56	2	17.78	1.46
Within	2551.66	210	12.15	

= significant at the .05 level

Mean score of public school students = 11.99

Mean score of Christian school students = 11.13

Mean score for "A" students = 10.76

Mean score for "B" students = 11.44

Mean score for "C" and "D" students = 11.96

H₀46 There is no significant interaction between the type of school attended and the average high school report card grade on the measurement of Financial Support.

H₀47 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Financial Support.

H₀48 There is no significant difference among the groups when separated according to the average high school report card grade on the measurement of Financial Support.

No interaction was found between the variables of this analysis and no significant difference was found among the groups when separated according to report card grade. There was a significant difference between the mean score of public school students and the mean score of Christian school students. Christian school students had a mean score which indicated more financial support than the mean score of public school students. Null hypotheses H₀46 and H₀48 were retained while H₀47 was rejected.

Data for the analysis of school type against average report card grade for the Orientation to Growth and Striving subscale are shown in Table 21.

Table 21

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD
GRADE FOR THE ORIENTATION TO GROWTH AND STRIVING SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	74.26	1	74.26	7.06**
Grade Earned	268.69	2	134.34	12.78**
Interaction	22.39	2	11.20	1.06
Within	2208.34	210	10.52	

** = significant at the .01 level

Mean for public school students = 14.38

Mean for Christian school students = 13.48

Mean for "A" students = 11.97

Mean for "B" students = 13.82

Mean for "C" and "D" students = 14.86

H₀49 There is no significant interaction between the type of school attended and the average high school report card grade on the measurement of Orientation to Growth and Striving.

H₀50 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Orientation to Growth and Striving.

H₀51 There is no significant difference among the groups when separated according to the average high school report card grade on the measurement of Orientation To Growth And Striving.

There was no significant interaction found between the variables of this analysis. There was a significant difference in both of the main effects. Christian school students had a mean score which showed more orientation to growth and striving than the mean score of public school students. In addition, higher average report card grades were associated with scores that indicated more orientation to h andstriving. Null hypothesis H₀49 was retained while hypotheses H₀50 and H₀51 were rejected.

Data for the analysis of school type against average report card grade for the Salience: Behavior subscale are shown in Table 22.

Table 22

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD
GRADE FOR THE SALIENCE: BEHAVIOR SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1.13	1	1.13	.09
Grade Earned	181.08	2	90.54	7.08**
Interaction	14.96	2	7.48	.58
Within	2686.46	210	12.79	

** = significant at the .01 level

Mean score for public school students = 22.0

Mean score for Christian school students = 22.37

Mean score for "A" students = 20.47

Mean score for "B" students = 22.29

Mean score for "C" and "D" students = 22.96

H₀52 There is no significant interaction between the type of school attended and the average high school report card grade on the measurement of Salience: Behavior.

H₀53 There is no significant difference between the mean score of the public school students and the mean score of the Christian school students on the measurement of Salience: Behavior.

H₀54 There is no significant difference between the mean score of the groups when separated according to average high school report card grade on the measurement of Salience: Behavior.

No significant interaction was found between these variables and no significant difference was found between the mean scores of the groups when separated according to the type of school attended. There was a significant difference between the mean scores of the report card grade groups. As in all previous analyses, the amount of behavioral salience shown by the questionnaire is proportional to the report card grade. "A" students showed higher behavioral salience than other students with descending behavioral salience being associated with descending grades. Hypotheses H₀52 and H₀53 were retained while H₀54 was rejected.

Data for the analysis of school type against average report card grade for the Salience: Cognition subscale are shown in Table 23.

Table 23

DATA FOR TYPE OF SCHOOL ATTENDED AGAINST AVERAGE HIGH SCHOOL REPORT CARD GRADE FOR THE SALIENCE: COGNITION SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F value
School Type	70.89	1	70.89	4.08**
Grade Earned	282.45	2	141.23	8.14**
Interaction	39.99	2	20.00	1.15
Within	3644.8	210	17.36	

** = significant at the .01 level

Mean score for public school students = 16.37

Mean score for Christian school students = 15.37

Mean score for "A" students = 13.76

Mean score for "B" students = 15.80

Mean score for "C" and "D" students = 16.80

H₀55 There is no significant interaction between the type of school attended and the average high school report card grade on the measurement of Salience: Cognition.

H₀56 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Cognition.

H₀57 There is no significant difference between the mean score of the groups when separated according to average high school report card grade on the measurement of Salience: Cognition.

No significant interaction was found between the variables of this analysis. There was a significant difference between the mean scores on both of the mean effects. Christian school students had a mean score which was significantly lower than the mean score of public school students. Higher cognitive salience is associated with higher levels of academic achievement. Therefore, hypothesis H₀55 was retained while hypotheses H₀56 and H₀57 were rejected.

Data for the analysis of school type against average report card grade for the Active Regulars subscale are shown in Table 24.

Table 24

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD GRADE FOR THE ACTIVE REGULARS SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	86.65	1	86.65	4.41**
Grade Earned	297.99	2	149.00	7.59**
Interaction	50.62	2	25.31	1.29
Within	4123.17	210	19.63	

** = significant at the .01 level

Mean score for public school students = 20.75

Mean score for Christian school students = 22.21

Mean score for "A" students = 18.88

Mean score for "B" students = 21.66

Mean score for "C" and "D" students = 22.80

H₀58 There is no significant interaction between the type of school attended and the average high school report card grade on the measurement of The Active Regulars.

H₀59 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of The Active Regulars.

H₀60 There is no significant difference between the groups when separated according to average high school report card grade on the measurement of The Active Regulars.

No significant interaction was found between the variables of this analysis. Significant differences were found in both of the main effects. Public school students had a lower mean score on this subscale indicating more church activity for public school students. Church activity on this subscale is again proportional to the level of academic achievement. Therefore, hypothesis H₀58 was retained while hypotheses H₀59 and H₀60 were rejected.

Data for the analysis of school type against average report card grade for the Intolerance of Ambiguity subscale are listed in Table 25.

Table 25

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD
GRADE ON THE INTOLERANCE OF AMBIGUITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	4.07	1	4.07	.28
Grade Earned	535.49	2	267.74	18.50
Interaction	80.12	2	40.06	2.77#
Within	3039.48	210	14.47	

= significant at the .05 level

Mean score of public school students = 14.20

Mean score of Christian school students = 14.83

Mean score for "A" students = 12.41

Mean score for "B" students = 14.09

Mean score for "C" and "D" students = 16.39

	"A" Students	"B" Students	"C" and "D" Students
Christian School	12.57	14.58	15.76
Public School	12.30	13.53	18.05

H₀61 There is no significant interaction between the type of school attended and the average high school report card grade on the measurement of Intolerance of Ambiguity.

H₀62 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Intolerance of Ambiguity.

H₀63 There is no significant difference between the mean score of the groups when separated according to average high school report card grade on the measurement of Intolerance of Ambiguity.

Significant interaction was found between the variables of this analysis. As the report card grade decreased, the amount of difference between the mean score of Christian school students and public school students became greater. Hypothesis H₀61 is rejected. Because of the interaction, analysis of H₀62 and H₀63 was not interpreted.

Data for the analysis of school type against average report card grade for the total test of religiosity are shown in Table 26.

Table 26

DATA FOR SCHOOL TYPE AGAINST AVERAGE HIGH SCHOOL REPORT CARD
GRADE FOR THE TOTAL TEST OF RELIGIOSITY.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	752.55	1	752.55	1.42
Grade Earned	15817.2	2	7908.6	14.94**
Interaction	580.23	2	290.12	.55
Within	111152.	210	529.29	

** = significant at the .01 level

Mean score for public school students = 141.49

Mean score for Christian school students = 140.42

Mean score for "A" students = 125.62

Mean score for "B" students = 140.21

Mean score for "C" and "D" students = 149.48

H₀64 There is no interaction between the type of school attended and the average high school report card grade on the measurement of the total test of religiosity.

H₀65 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of the total test of religiosity.

H₀66 There is no significant difference between the mean score of the groups when separated by the average high school report card grade on the measurement of the total test of religiosity.

No significant interaction was found between the variables of this analysis. No significant difference was found between the mean score of public school students and the mean score of Christian school students on this test. There was a significant difference among the mean scores of the groups when separated according to academic achievement. Students who earned higher grades have scores associated with higher religiosity. Hypotheses H₀64 and H₀65 were retained and H₀66 was rejected.

Summary

There was a significant level of interaction between the average report card grade and the type of school attended on the Intolerance Of Ambiguity subscale. While the mean religiosity score of "A" students from both schools

were similar, the mean score of "C" and "D" students in Christian school was higher than that of Public school students. On all other subscores and on the total score, religiosity was proportional to average report card grade. Better students had a mean score indicating more religiosity than lower achieving students. While this was true for all subscales, on the scales of Creedal Assent and Financial Support, the difference was not significant.

The results of the analysis of school type differences will all be summarized at the conclusion of Chapter IV.

Analysis Of Perceived Parental Religiosity Against School Type

A two-by-five matrix was constructed to investigate the relationship between the type of school attended and the amount of religiosity that the students perceived their parents to have. Parents were placed into one of five religiosity groups based on the score given them by their children on the questionnaire. Group Number 1 is the most religious group and group Number 5 is the least religious group.

Data for the analysis of school type against the level of perceived parental religiosity for the Creedal Assent subscale are shown in Table 27.

Table 27

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY FOR THE CREEDAL ASSENT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	91.89	1	91.89	9.35**
Parental Religiosity	162.04	4	40.51	4.12**
Interaction	49.76	4	12.44	1.27
Within	2025.50	206	9.83	

** = significant at the .01 level

Mean score of public school students = 10.90

Mean score of Christian school students = 9.01

Mean score of perceived parental religiosity Group 1 = 8.60

Mean score of perceived parental religiosity Group 2 = 9.55

Mean score of perceived parental religiosity Group 3 = 10.00

Mean score of perceived parental religiosity Group 4 = 11.29

Mean score of perceived parental religiosity Group 5 = 13.31

H₀67 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Creedal Assent.

H₀68 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.

H₀69 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Creedal Assent.

No significant interaction was found between the variables of this analysis. There were significant differences in both the main effects. Christian school students had a mean score which showed more creedal assent than the mean of public school students. The mean creedal assent score of students was proportional to the level of perceived parental religiosity. More parental religiosity is associated with more student creedal assent. Hypothesis H₀67 was retained and hypotheses H₀68 and H₀69 were rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the Devotionalism subscale are shown in Table 28.

Table 28

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY FOR THE DEVOTIONALISM SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1.61	1	1.61	.16
Parental Religiosity	188.23	4	47.06	4.74
Interaction	86.32	4	21.58	2.17#
Within	2045.59	206	9.93	

= significant at the .05 level

	Parent Group 1	Parent Group 2	Parent Group 3	Parent Group 4	Parent Group 5	Mean Score
Christian School	8.68	9.76	11.31	11.28	14.50	9.99
Public School	9.41	10.33	10.14	13.30	11.07	10.50
Mean	8.95	9.96	10.83	12.47	11.50	

H₀70 There is no significant interaction between the type of school attended and the level of perceived parental religiosity of the measurement of devotionism.

H₀71 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Devotionism.

H₀72 There is no significant difference between the mean scores of the groups when separated according to the level of perceived parental religiosity on the measurement of Devotionism.

Significant interaction was found between the variables of this analysis. The difference between the mean scores of the Christian school students and that of public school students increased as the level of perceived parental religiosity decreased. Hypothesis H₀70 was rejected. Because of the interaction found in this analysis, hypotheses H₀71 and H₀72 were not interpreted.

Data for the analysis of school type against the level of perceived parental religiosity for the Church Attendance subscale are shown in Table 29.

Table 29

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY FOR THE MEASUREMENT OF CHURCH ATTENDANCE

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	2.48	1	2.48	1.07
Parental Religiosity	73.25	4	18.31	7.92**
Interaction	10.54	4	2.64	1.14
Within	476.17	206	2.31	

** = significant at the .01 level

Mean score of public school students = 5.86

Mean score of Christian school students = 6.03

Mean score of perceived parental religiosity Group 1 = 5.42

Mean score of perceived parental religiosity Group 2 = 5.88

Mean score of perceived parental religiosity Group 3 = 6.00

Mean score of perceived parental religiosity Group 4 = 6.41

Mean score of perceived parental religiosity Group 5 = 7.69

H₀73 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Church Attendance.

H₀74 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Church Attendance.

H₀75 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Church Attendance.

No significant interaction was found between the variables of this analysis. There was also no difference between the mean score of Christian school students and the mean score of public school students on this subscore. There was a significant difference between the groups of perceived parental religiosity. More parental religiosity is associated with more student church attendance. Hypotheses H₀73 and H₀74 were retained while hypothesis H₀75 was rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the Organizational Activity subscale are listed in Table 30.

Table 30

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY FOR THE ORGANIZATIONAL ACTIVITY SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	134.64	1	134.64	11.43**
Parental Religiosity	249.10	4	62.27	5.29**
Interaction	40.97	4	10.24	.87
Within	2427.16	206	11.78	

** = Significant at the .01 level

Mean score of public school students = 14.54

Mean score of Christian school students = 15.99

Mean score of perceived parental religiosity Group 1 = 14.13

Mean score of perceived parental religiosity Group 2 = 15.07

Mean score of perceived parental religiosity Group 3 = 16.70

Mean score of perceived parental religiosity Group 4 = 15.47

Mean score of perceived parental religiosity Group 5 = 16.75

H₀76 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Organizational Activity.

H₀77 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Organizational Activity.

H₀78 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Organizational Activity.

No significant interaction was found between the variables of this analysis. Significant differences were found in both the main effects of this analysis. Public school students had a mean score which indicated more organizational activity than that of Christian school students. Generally, more perceived parental religiosity was associated with increased student organizational activity; however, the level of student organizational activity for students placed in Group 4 was greater than that of Group 3. Hypothesis H₀76 was retained and H₀77 and H₀78 were rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the Financial Support subscale are shown in Table 31.

Table 31

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY FOR THE FINANCIAL SUPPORT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.02	1	.02	.02
Parental Religiosity	329.5	4	82.37	7.31**
Interaction	31.74	4	7.94	.70
Within	2319.69	206	11.26	

** = Significant at the .01 level

Mean score of public school students = 11.99

Mean score of Christian school students = 11.14

Mean score of perceived parental religiosity Group 1 = 10.58

Mean score of perceived parental religiosity Group 2 = 10.81

Mean score of perceived parental religiosity Group 3 = 11.78

Mean score of perceived parental religiosity Group 4 = 13.53

Mean score of perceived parental religiosity Group 5 = 14.81

H₀79 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Financial Support.

H₀80 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Financial Support.

H₀81 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Financial Support.

No significant interaction was found between the variables of this analysis. No significant difference was found between the mean scores of the two school types. There was a significant difference among the groups of perceived parental religiosity. More student financial support was associated with an increase in perceived parental religiosity. This relationship existed for all groups. Hypotheses H₀79 and H₀80 were retained and H₀81 was rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the Orientation to Growth and Striving subscale are shown in Table 32.

Table 32

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY FOR THE ORIENTATION TO GROWTH AND STRIVING
SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.09	1	.09	.009
Parental Religiosity	309.77	4	77.44	7.61**
Interaction	76.73	4	19.18	1.88
Within	2096.45	206	10.18	

** = Significant at the .01 level

Mean score of public school students = 14.38

Mean score of Christian school students = 13.48

Mean score of perceived parental religiosity Group 1 = 12.27

Mean score of perceived parental religiosity Group 2 = 13.59

Mean score of perceived parental religiosity Group 3 = 14.54

Mean score of perceived parental religiosity Group 4 = 16.29

Mean score of perceived parental religiosity Group 5 = 16.12

H₀82 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Orientation to Growth and Striving.

H₀83 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Orientation to Growth and Striving.

H₀84 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Orientation to Growth and Striving.

No significant interaction was found between the variables of this analysis. No significant difference was found between the mean scores of the two school types. There was a significant difference among the parental groups. In each of the first four groups, increased perceived parental religiosity was associated with increased student orientation to growth and striving. Group 5 had a mean score which almost equaled that of Group 4. Hypotheses H₀82 and H₀83 were retained and H₀84 was rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the salience: Behavior subscale are shown in Table 33.

Table 33

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY ON THE SALIENCE: BEHAVIOR SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	18.84	1	18.84	1.47
Parental Religiosity	119.63	4	29.91	2.34*
Interaction	18.64	4	4.66	.36
Within	2634.28	206	12.79	

* = Significant at the .10 level

Mean score of public school students = 22.00

Mean score of Christian school students = 22.38

Mean score of perceived parental religiosity Group 1 = 21.03

Mean score of perceived parental religiosity Group 2 = 22.29

Mean score of perceived parental religiosity Group 3 = 22.67

Mean score of perceived parental religiosity Group 4 = 23.71

Mean score of perceived parental religiosity Group 5 = 23.25

H₀85 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Salience: Behavior.

H₀86 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Behavior.

H₀87 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Salience: Behavior.

No significant interaction was found between the variables of this analysis. No significant difference was found between the public school mean score and the Christian school mean score. A significant difference was found among the parental groups. Increased student behavioral salience was associated with increased perceived parental religiosity. Hypotheses H₀85 and H₀86 were retained while hypothesis H₀87 was rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the Salience: Cognition subscale are shown in Table 34.

Table 34

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY ON THE SALIENCE: COGNITION SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	8.11	1	8.11	.49
Parental Religiosity	327.88	4	81.97	4.91**
Interaction	58.55	4	14.64	.88
Within	3439.80	206	16.70	

** = Significant at the .01 level

Mean score of public school students = 16.37

Mean score of Christian school students = 15.37

Mean score of perceived parental religiosity Group 1 = 13.93

Mean score of perceived parental religiosity Group 2 = 15.42

Mean score of perceived parental religiosity Group 3 = 16.62

Mean score of perceived parental religiosity Group 4 = 18.53

Mean score of perceived parental religiosity Group 5 = 18.69

H₀88 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Saliency: Cognition.

H₀89 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Saliency: Cognition.

H₀90 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Saliency: Cognition.

No significant interaction was found between the variables of this analysis. There was no significant difference between the mean score of public school students and the mean score of Christian school students. There was a significant difference among the groups of parental religiosity. The level of student cognitive saliency was proportional to the level of perceived parental religiosity. Hypotheses H₀88 and H₀89 were retained and H₀90 was rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the Active Regulars subscale are shown in Table 35.

Table 35

DATA FOR SCHOOL TYPE AGAINST THE LEVEL OF PERCEIVED PARENTAL RELIGIOSITY ON THE ACTIVE REGULARS SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	127.11	1	127.11	7.19**
Parental Religiosity	649.63	4	162.41	9.19**
Interaction	95.91	4	23.98	1.36
Within	3639.73	206	17.67	

** = Significant at the .01 level

Mean score of Public school students = 20.75

Mean score of Christian school students = 22.21

Mean score of perceived parental religiosity Group 1 = 19.43

Mean score of perceived parental religiosity Group 2 = 21.28

Mean score of perceived parental religiosity Group 3 = 22.72

Mean score of perceived parental religiosity Group 4 = 14.29

Mean score of perceived parental religiosity Group 5 = 24.81

H₀91 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of The Active Regulars.

H₀92 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of The Active Regulars.

H₀93 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of The Active Regulars.

No significant interaction was found between the variables of this analysis. There were significant differences in both of the main effects. Public school students showed significantly more regular activity on the scale than did Christian school students. In addition, the level of student activity on this scale is proportional to the level of perceived parental religiosity. Hypothesis H₀91 was retained while hypotheses H₀92 and H₀93 were rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the Intolerance of Ambiguity subscale are shown in Table 36.

Table 36

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL
RELIGIOSITY ON THE INTOLERANCE OF AMBIGUITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	44.50	1	44.50	2.74*
Parental Religiosity	15.56	4	3.89	.24
Interaction	90.59	4	22.65	1.39
Within	3349.65	206	16.26	

* = Significant at the .10 level

Mean score of public school students = 14.20

Mean score of Christian school students = 14.83

Mean score of perceived parental religiosity Group 1 = 14.18

Mean score of perceived parental religiosity Group 2 = 15.25

Mean score of perceived parental religiosity Group 3 = 14.74

Mean score of perceived parental religiosity Group 4 = 14.29

Mean score of perceived parental religiosity Group 5 = 12.69

H₀94 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Intolerance of Ambiguity.

H₀95 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Intolerance of Ambiguity.

H₀96 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Intolerance of Ambiguity.

No significant interaction was found between the variables on this analysis. No significant difference was found between mean scores of the two school types. There was a significant difference among the groups of parental religiosity. Student tolerance to ambiguity was inversely proportional to the level of perceived parental religiosity except for Group 1 which scored as much less tolerant. Hypotheses H₀94 and H₀95 were retained while H₀96 was rejected.

Data for the analysis of school type against the level of perceived parental religiosity for the total test of religiosity are shown in Table 37.

Table 37

DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL RELIGIOSITY FOR THE TOTAL TEST OF RELIGIOSITY.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	597.51	1	597.51	1.20
Parental Religiosity	18672.5	4	4668.13	9.36**
Interaction	3285.72	4	821.43	1.65
Within	102686.	206	498.47	

** = Significant at the .01 level

Mean score of public school students = 141.49

Mean score of Christian school students = 140.42

Mean score of perceived parental religiosity Group 1 = 128.53

Mean score of perceived parental religiosity Group 2 = 139.10

Mean score of perceived parental religiosity Group 3 = 146.59

Mean score of perceived parental religiosity Group 4 = 155.82

Mean score of perceived parental religiosity Group 5 = 159.62

H₀97 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of the total test of religiosity.

H₀98 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of the total test of religiosity.

H₀99 There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of the total test of religiosity.

No significant interaction was found in this analysis. There was no significant difference between the mean scores of the school types. There was a significant difference among the parental groups. The level of student religiosity was proportional to the level of perceived parental religiosity. Hypotheses H₀97 and H₀98 were retained while H₀99 was rejected.

Summary

Interaction was found between the level of perceived parental religiosity and the type of school attended on the Devotionalism subscale. The range of mean devotionalism scores was greater for Christian school students than it was for public school students. On all the other subscales

except the Intolerance Of Ambiguity subscale, the level of perceived parental religiosity was associated with more student religiosity. The mean scores of the two groups of lowest perceived parental religiosity were very close in value on several of the subscales. While this relationship was expected based on the literature, interaction such as that found by Greeley and Rossi (1968) was not found.

The results of the analysis of school type differences will all be summarized at the conclusion of Chapter IV.

Analysis of Father's Educational Level Against School Type

A two-by-five matrix was constructed in the analysis of the relationship between the level of student religiosity and the level of the father's education. School type was listed as public school or Christian school. The father's educational level was listed in one of the following five categories; 1. less than a high school diploma, 2. high school graduate, 3. some college or technical school education, 4. college graduate, or 5. graduate work after college.

Data for the analysis of school type against the father's educational level for the Creedal Assent subscale are shown in Table 38

Table 38

DATA FOR SCHOOL TYPE AGAINST THE FATHER'S EDUCATIONAL LEVEL FOR THE CREEDAL ASSENT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	51.79	1	51.79	4.83#
Father's Education	35.40	4	8.85	.83
Interaction	65.24	4	16.31	1.52
Within	2164.95	202	10.72	

= significant at the .05 level

Mean score of public school students = 10.90

Mean score of Christian school students = 9.00

Mean score of father's educational level Group 1 = 9.62

Mean score of father's educational level Group 2 = 9.09

Mean score of father's educational level Group 3 = 8.77

Mean score of father's educational level Group 4 = 10.76

Mean score of father's educational level Group 5 = 10.60

H₀100 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Creedal Assent.

H₀101 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.

H₀102 There is no significant difference among the groups when separated according to the level of the father's education on the measurement of Creedal Assent.

No significant interaction was found between the variables of this analysis. There was also no significant difference among the groups when separated by father's educational level. There was a significant difference between the mean scores of the school types. The mean score of Christian school students showed significantly more creedal assent than did the mean score of public school students. Hypotheses H₀100 and H₀102 were retained and H₀101 was rejected.

Data for the analysis of school type against the father's educational level for the Devotionalism subscale are shown in Table 39.

Table 39

DATA FOR SCHOOL TYPE AGAINST THE FATHER'S EDUCATIONAL LEVEL
FOR THE DEVOTIONALISM SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.24	1	.24	.02
Father's Education	52.43	4	13.11	1.23
Interaction	75.03	4	18.76	1.76
Within	2153.11	202	10.66	

Mean score of public school students = 10.61

Mean score of Christian school students = 9.99

Mean score of father's educational level Group 1 = 10.47

Mean score of father's educational level Group 2 = 10.12

Mean score of father's educational level Group 3 = 8.67

Mean score of father's educational level Group 4 = 10.53

Mean score of father's educational level Group 5 = 10.66

H₀103 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Devotionalism.

H₀104 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Devotionalism.

H₀105 There is no significant difference among the groups when separated according to the level of the father's education on the measurement of Devotionalism.

No significant interaction was found between the variables of this analysis. No significant differences were found in either of the main effects studied in this analysis: therefore, hypotheses H₀103, H₀104, and H₀105 were all retained.

Data for the analysis of school type against the father's educational level for the Church Attendance subscale are shown in Table 40.

Table 40

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE CHURCH ATTENDANCE SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1.78	1	1.78	5.91
Father's Education	4.91	4	1.23	.45
Interaction	4.72	4	1.18	.43
Within	549.29	202	2.72	

Mean score of public school students = 5.91

Mean score of Christian school students = 6.03

Mean score of father's educational level Group 1 = 5.91

Mean score of father's educational level Group 2 = 6.11

Mean score of father's educational level Group 3 = 5.78

Mean score of father's educational level Group 4 = 5.85

Mean score of father's educational level Group 5 = 6.00

H₀106 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Church Attendance.

H₀107 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Church Attendance.

H₀108 There is no significant difference among the mean scores of the groups when separated according to the level of the father's education on the measurement of Church Attendance.

No significant interaction was found between the variables of this analysis. There were also no significant differences in any of the mean scores on either of the main effects: therefore, hypotheses H₀106, H₀107, and H₀108 are all retained.

Data for the analysis of school type against the father's educational level for the Organizational Activity subscale are shown in Table 41.

Table 41

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE ORGANIZATIONAL ACTIVITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	76.49	1	76.49	5.94#
Father's Education	48.64	4	12.16	.94
Interaction	4.13	4	1.03	.08
Within	2603.06	202	12.89	

= significant at the .05 level

Mean score of public school students = 14.72

Mean score of Christian school students = 15.99

Mean score of father's educational level Group 1 = 15.25

Mean score of father's educational level Group 2 = 15.85

Mean score of father's educational level Group 3 = 14.72

Mean score of father's educational level Group 4 = 14.76

Mean score of father's educational level Group 5 = 15.74

H₀109 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Organizational Activity.

H₀110 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Organizational Activity.

H₀111 There is no significant difference among the groups when separated according to the level of the father's educational level on the measurement of Organizational Activity.

No significant interaction was found between the variables of this analysis. No significant difference was found among the groups when separated according to the father's educational level. There was a significant difference between the mean scores of the school types. Public school students, on the average, were more organizationally active than were Christian school students. Hypotheses H₀109 and H₀111 were retained and hypothesis H₀110 was rejected.

Data for the analysis of school type against the father's educational level for the Financial Support subscale are shown in Table 42.

Table 42

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE FINANCIAL SUPPORT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	10.29	1	10.29	.85
Father's Education	64.48	4	16.12	1.33
Interaction	130.95	4	32.74	2.71#
Within	2440.93	202	12.08	

= significant at the .05 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	11.36	11.28	9.92	11.77	10.75	12.03
Public School	8.75	10.62	13.4	12.52	12.73	11.14
Mean	11.03	11.09	10.89	12.24	12.13	

H₀112 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Financial Support.

H₀113 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Financial Support.

H₀114 There is no significant difference in the mean score of the groups when separated according to the father's educational level on the measurement of Financial Support.

Significant interaction was found between the variables of this analysis. Except for the first group, the difference between the mean scores of the school type groups increased as the father's educational level increased.

Hypothesis H₀112 is rejected. Because of the interaction found, hypotheses H₀113 and H₀114 were not interpreted.

Data for the analysis of school type against the father's educational level for the Orientation to Growth and Striving subscale are shown in Table 43.

Table 43

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE ORIENTATION TO GROWTH AND STRIVING SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	23.42	1	23.42	2.09
Father's Education	12.23	4	3.06	.27
Interaction	50.51	4	12.63	1.12
Within	2267.22	202	11.22	

Mean score of public school students = 14.53

Mean score of Christian school students = 13.48

Mean score of father's educational level Group 1 = 13.56

Mean score of father's educational level Group 2 = 13.77

Mean score of father's educational level Group 3 = 13.11

Mean score of father's educational level Group 4 = 14.35

Mean score of father's educational level Group 5 = 14.32

H₀115 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Orientation to Growth and Striving.

H₀116 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Orientation to Growth and Striving.

H₀117 There is no significant difference among the mean scores of the groups when separated according to the level of the father's education on the measurement of Orientation to Growth and Striving.

No significant interaction was found between the variables of this analysis. No significant difference was found either between the mean scores of public school students and Christian school students or among the mean scores of the groups when separated according to the level of the father's education. Therefore, hypotheses H₀115, H₀116 and H₀117 were all retained.

Data for the analysis of school type against the father's educational level for the Salience: Behavior subscale are shown in Table 44.

Table 44

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE SALIENCE: BEHAVIOR SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	6.52	1	6.52	.48
Father's Education	15.25	4	3.81	.28
Interaction	29.31	4	13.45	.55
Within	2715.96	202	13.45	

Mean score of public school students = 22.10

Mean score of Christian school students = 22.38

Mean score of father's educational level Group 1 = 22.25

Mean score of father's educational level Group 2 = 22.33

Mean score of father's educational level Group 3 = 22.44

Mean score of father's educational level Group 4 = 22.26

Mean score of father's educational level Group 5 = 22.11

H₀118 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Salience: Behavior.

H₀119 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Behavior.

H₀120 There is no significant difference among the groups when separated according to the level of the father's education on the measurement of Salience: Behavior.

No significant interaction was found between the variables of this analysis. There was also no significant difference between the mean scores of the groups when separated by school type nor was there a significant difference among the groups when separated according to the father's educational level. Therefore, hypotheses H₀118, H₀119, and H₀120 were all retained.

Data for the analysis of school type against the father's educational level for the Salience: Cognition subscale are shown in Table 45.

Table 45

DATA FOR SCHOOL TYPE AGAINST THE FATHER'S EDUCATIONAL LEVEL
FOR THE SALIENCE: COGNITION SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance	F Value
School Type	5.03	1	5.03	.28
Father's Education	103.37	4	25.84	1.46
Interaction	98.21	4	24.55	1.39
Within	3576.47	202	17.71	

Mean score of public school students = 16.45

Mean score of Christian school students = 15.37

Mean score of father's educational level Group 1 = 14.87

Mean score of father's educational level Group 2 = 15.40

Mean score of father's educational level Group 3 = 14.39

Mean score of father's educational level Group 4 = 16.71

Mean score of father's educational level Group 5 = 16.91

H₀121 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Salience: Cognition.

H₀122 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Cognition.

H₀123 There is no significant difference among the groups when separated according to the level of the father's education on the measurement of Salience: Cognition.

No significant interaction was found between the variables of this analysis. There was no significant difference between the mean score of public school students and the mean score of Christian school students. There was also no significant difference among the groups when separated according to the father's educational level. Therefore, hypotheses H₀121, H₀122, and H₀123 were all retained.

Data for the analysis of school type against the father's educational level for the Active Regulars subscale are shown in Table 46.

Table 46

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE ACTIVE REGULARS SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	68.75	1	68.75	3.37
Father's Education	69.55	4	17.39	.85
Interaction	164.46	4	41.12	2.01*
Within	4124.05	202	20.42	

* = Significant at the .10 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	22.29	22.52	20.15	22.54	22.44	22.21
Public School	17.50	19.67	22.40	20.81	21.95	20.95
Mean	21.69	21.72	20.78	21.47	22.09	

H₀124 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of The Active Regulars.

H₀125 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of The Active Regulars.

H₀126 There is no significant difference among the groups when separated according to the level of the father's education on the measurement of The Active Regulars.

Significant interaction was found between the level of the father's education and the type of school attended. For low levels of the father's education, the mean Christian school score was lower than that of the mean public school score: but, for higher levels of the father's education, on the average, public school student scored lower and more regularly active than Christian school students. Hypothesis H₀124 was retained. Neither of the other hypotheses were interpreted because of the interaction.

Data for the analysis of school type against the father's educational level for the Intolerance of Ambiguity subscale are shown in Table 47.

Table 47

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE INTOLERANCE OF AMBIGUITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	3.49	1	3.49	.23
Father's Education	239.56	4	59.89	3.99
Interaction	164.46	4	22.21	1.48
Within	3053.31	202	15.03	

Mean score of public school students = 14.31

Mean score of Christian school students = 14.83

Mean score of father's educational level Group 1 = 15.81

Mean score of father's educational level Group 2 = 15.71

Mean score of father's educational level Group 3 = 14.83

Mean score of father's educational level Group 4 = 13.32

Mean score of father's educational level Group 5 = 13.09

H₀127 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of Intolerance of Ambiguity.

H₀128 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Intolerance of Ambiguity.

H₀129 There is no significant difference among the groups when separated according to the level of the father's education on the measurement of Intolerance of Ambiguity.

No significant interaction was found between the variables of this analysis. No significant difference was found between the mean scores of the different school types. There was a significant difference among the mean scores of the groups of the father's educational level. Tolerance of Ambiguity increased as the father's educational level increased. Hypotheses H₀127 and H₀128 were retained and H₀129 was rejected.

Data for the analysis of school type against the father's educational level for the total test of religiosity are shown in Table 48.

Table 48

DATA FOR SCHOOL TYPE AGAINST FATHER'S EDUCATIONAL LEVEL FOR
THE TOTAL TEST OF RELIGIOSITY.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1.11	1	1.11	.002
Father's Education	1212.23	4	303.06	.52
Interaction	2872.34	4	718.09	1.22
Within	118622.	202	587.24	

Mean score of public school students = 142.52

Mean score of Christian school students = 140.42

Mean score of father's educational level Group 1 = 140.47

Mean score of father's educational level Group 2 = 141.20

Mean score of father's educational level Group 3 = 134.39

Mean score of father's educational level Group 4 = 142.26

Mean score of father's educational level Group 5 = 143.64

H₀130 There is no significant interaction between the type of school attended and the level of the father's education on the measurement of the total test of religiosity.

H₀131 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of the total test of religiosity.

H₀132 There is no significant difference among the groups when separated according to the level of the father's education on the measurement of the total test of religiosity.

No significant interaction was found between the variables of the analysis. There was also no significant difference found in either of the main effects of this analysis. Therefore, hypotheses H₀130, H₀131, and H₀132 were all retained.

Summary

On two scales, significant interaction was found between the father's educational level and the type of school attended. These scales were Financial Support and The Active Regulars. No pattern was found among the group means of the father's educational level. On all the other subscales and on the total score of religiosity, no significant difference was found among any of the father's

educational level groups. There appears to be no consistent relationship between the father's educational level and the amount of student religiosity. The results of the analysis of school type difference will be summarized at the conclusion of Chapter IV.

Analysis Of Mother's Educational Level Against School Type

For the analysis of the relationships between the level of student religiosity and the level of the mother's education, a two-by-five matrix was constructed. One axis consisted of the type of school and was divided into public and Christian school students. The other axis was the level of the mother's education. This was placed into one of five categories as follows: 1. less than high school, 2. high school diploma, 3. Some college or technical school, 4, an undergraduate college degree, and 5, graduate studies beyond a bachelor's degree.

The data for the analysis of school type against the mother's educational level for the Creedal Assent subscale are shown in Table 49.

Table 49

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL FOR
THE CREEDAL ASSENT SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	126.03	1	126.03	12.04**
Mother's Education	51.56	4	12.89	1.23
Interaction	73.63	4	18.41	1.76
Within	2135.02	204	10.47	

** = Significant at the .01 level

Mean score of public school students = 10.90

Mean score of Christian school students = 9.03

Mean score of mother's educational level Group 1 = 8.13

Mean score of mother's educational level Group 2 = 9.51

Mean score of mother's educational level Group 3 = 10.42

Mean score of mother's educational level Group 4 = 9.95

Mean score of mother's educational level Group 5 = 11.89

H₀133 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Creedal Assent.

H₀134 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.

H₀135 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Creedal Assent.

No significant interaction was found between the variables of this analysis. There was no significant difference among the mother's educational level groups. There was a significant difference between the mean score of public school students and the mean score of Christian school students. Christian school students showed more Creedal Assent than did public school students. Hypotheses H₀133 and H₀135 were retained while H₀134 was rejected.

Data for the analysis of school type against the mother's educational level for the Devotionalism subscale are shown in Table 50.

Table 50

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL FOR
THE DEVOTIONALISM SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	50.32	1	50.32	4.75
Mother's Education	24.75	4	6.19	.58
Interaction	119.72	4	29.93	2.83#
Within	2160.19	204	10.59	

= Significant at the .05 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	9.27	9.98	10.71	9.37	7.00	9.98
Public School	9.75	9.53	11.42	10.15	13.29	10.50
Mean	9.40	9.84	11.02	9.86	11.89	

H₀136 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Devotionalism.

H₀137 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Devotionalism.

H₀138 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Devotionalism.

Significant interaction was found between the mother's educational level and the type of school attended on the measurement of Devotionalism. For public school students, devotionalism decreased with increasing mother's educational level while with Christian school students, the least devotionalism appeared in the group of some college education with less devotionalism for all other groups. Because of the interaction, hypothesis H₀136 was rejected and hypotheses H₀137 and H₀138 were not interpreted.

Data for the analysis of school type against the mother's educational level for the Church Attendance subscale are shown in Table 51.

Table 51

DATA FOR SCHOOL TYPE AGAINST THE MOTHER'S EDUCATIONAL LEVEL
FOR THE CHURCH ATTENDANCE SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.06	1	.06	.02
Mother's Education	4.39	4	1.10	.40
Interaction	6.40	4	1.60	.58
Within	563.29	204	2.76	

Mean score of public school students = 5.86

Mean score of Christian school students = 6.02

Mean score of mother's educational level Group 1 = 6.20

Mean score of mother's educational level Group 2 = 5.84

Mean score of mother's educational level Group 3 = 6.09

Mean score of mother's educational level Group 4 = 5.95

Mean score of mother's educational level Group 5 = 5.89

H₀139 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Church Attendance.

H₀140 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Church Attendance.

H₀141 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Church Attendance.

No significant interaction was found between the variables of this analysis. There was no significant difference between the mean scores of the different school types nor was there any difference among the educational level groups. Therefore, hypotheses H₀139, H₀140, and H₀141 were all retained.

Data for the analysis of school type against the mother's educational level for the Organizational Activity subscale are shown in Table 52.

Table 52

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL ON
THE ORGANIZATIONAL ACTIVITY SUBSCALE

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	60.15	1	60.15	4.66#
Mother's Education	92.14	4	23.04	1.79
Interaction	37.68	4	9.42	.73
Within	2631.85	204	12.90	

= Significant at the .05 level

Mean score of public school students = 14.54

Mean score of Christian school students = 16.02

Mean score of mother's educational level Group 1 = 13.73

Mean score of mother's educational level Group 2 = 15.40

Mean score of mother's educational level Group 3 = 15.76

Mean score of mother's educational level Group 4 = 15.44

Mean score of mother's educational level Group 5 = 15.33

H₀142 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Organizational Activity.

H₀143 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Organizational Activity.

H₀144 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Organizational Activity.

No significant interaction was found between the variables of this analysis. No significant difference was found among the educational level groups. There was a significant difference between the mean score of public school students and the mean score of Christian school students on the amount of Organizational Activity. Public school students were, on the average, more organizationally active than were Christian school students. Hypotheses H₀142 and H₀144 were retained and hypothesis H₀143 was rejected.

Data for school type against the mother's educational level for the Financial Support subscale are shown in Table 53.

Table 53

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL FOR
THE FINANCIAL SUPPORT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	13.37	1	13.37	1.14
Mother's Education	83.67	4	20.92	1.78
Interaction	138.93	4	34.73	2.96#
Within	2390.74	204	11.72	

= Significant at the .05 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	11.27	11.18	11.58	10.37	9.00	11.14
Public School	7.75	10.70	13.75	12.22	13.00	11.99
Mean	10.33	11.02	12.53	11.53	12.11	

H₀145 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Financial Support.

H₀146 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Financial Support.

H₀147 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Financial Support.

There was a significant amount of interaction between these variables. Generally speaking, the level of financial support of students increased as the level of public school mother's education decreased. For Christian school students, financial support generally increased as the mother's educational level increased. Hypothesis H₀145 was rejected. Because of the interaction, hypotheses H₀146 and H₀147 were not interpreted.

Data for the analysis of school type against the mother's educational level for the Orientation to Growth and Striving subscale are shown in Table 54.

Table 54

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL ON THE
ORIENTATION TO GROWTH AND STRIVING SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	80.76	1	80.76	7.30
Mother's Education	77.83	4	19.46	1.76
Interaction	118.59	4	29.65	2.68#
Within	2256.50	204	11.06	

= Significant at the .05 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	12.45	13.58	14.45	12.44	9.00	13.47
Public School	13.00	13.07	15.71	14.59	15.43	14.38
Mean	12.60	13.41	15.00	13.79	14.00	

H₀148 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Orientation to Growth and Striving.

H₀149 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Orientation to Growth and Striving.

H₀150 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Orientation to Growth and Striving.

Significant interaction was found between the school type and the mother's educational level. Public school students, on the average, showed a greater orientation to growth and striving as the mother's educational level decreased. Christian school students exhibited the greatest level of orientation to growth and striving when their mother had had some college or technical school. With more or less education on the part of the mother, orientation to growth and striving decreased. Hypothesis H₀148 was rejected and hypothesis H₀149 and H₀150 were not interpreted.

Data for the analysis of school type against the mother's educational level for the Saliency: Behavior subscale are shown in Table 55.

Table 55

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL ON
THE SALIENCE: BEHAVIOR SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	20.60	1	20.60	1.57
Mother's Education	74.10	4	18.53	1.41
Interaction	97.69	4	24.42	1.85
Within	2681.44	204	13.14	

Mean score of public school students = 22.00

Mean score of Christian school students = 22.43

Mean score of mother's educational level Group 1 = 21.73

Mean score of mother's educational level Group 2 = 22.03

Mean score of mother's educational level Group 3 = 22.93

Mean score of mother's educational level Group 4 = 22.19

Mean score of mother's educational level Group 5 = 21.33

H₀151 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Salience: Behavior.

H₀152 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Behavior.

H₀153 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Salience: Cognition.

No significant interaction was found between the variables of this analysis. There was also no significant difference between the mean scores of the school type groups nor among the groups when separated according to the mother's educational level. Therefore, hypotheses H₀151, H₀152, and H₀153 were all retained.

Data for the analysis of school type against the mother's educational level for the Salience: Cognition subscale are shown in Table 56.

Table 56

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL ON
THE SALIENCE: COGNITION SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	120.30	1	120.30	7.22
Mother's Education	141.42	4	35.36	2.12
Interaction	384.03	4	96.01	5.76**
Within	3398.49	204	16.66	

** = Significant at the .01 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	13.82	15.56	16.16	14.75	10.00	15.36
Public School	12.75	14.43	18.62	15.96	20.57	16.37
Mean	13.53	15.20	17.24	15.51	18.22	

H₀154 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Saliency: Cognition.

H₀155 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Saliency: Cognition.

H₀156 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Saliency: Cognition.

Significant interaction was found between the type of school attended and the level of the mother's education. For public school students, on the average, the level of cognitive saliency increased as the mother's educational level decreased. For Christian school students, least cognitive saliency was found in the group whose mothers had had some college or technical school training. Other students showed less cognitive saliency. Hypothesis H₀154 was rejected. Because of the interaction, hypotheses H₀155 and H₀156 were not interpreted.

Data for the analysis of school type against the mother's educational level for the Active Regulars subscale are shown in Table 57.

Table 57

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL ON
THE ACTIVE REGULARS SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	38.47	1	38.47	1.88
Mother's Education	94.30	4	23.58	1.13
Interaction	60.30	4	15.07	.72
Within	4247.48	204	20.82	

Mean score of public school students = 20.75

Mean score of Christian school students = 22.24

Mean score of mother's educational level Group 1 = 20.33

Mean score of mother's educational level Group 2 = 21.16

Mean score of mother's educational level Group 3 = 22.73

Mean score of mother's educational level Group 4 = 21.44

Mean score of mother's educational level Group 5 = 22.00

H₀157 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of The Active Regulars.

H₀158 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of The Active Regulars.

H₀159 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of The Active Regulars.

No significant interaction was found between the variables of this analysis. There was no difference either between the means based on school type or among the means when separated according to the mother's educational level. Therefore, hypotheses H₀157, H₀158, and H₀159 were all retained.

Data for the analysis of school type against the mother's educational level for the Intolerance of Ambiguity subscale are shown in Table 58.

Table 58

DATA FOR SCHOOL TYPE AGAINST THE MOTHER'S EDUCATIONAL LEVEL
FOR THE INTOLERANCE OF AMBIGUITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	23.13	1	23.13	1.60
Mother's Education	342.06	4	85.52	5.90
Interaction	274.16	4	68.54	4.73**
Within	2958.04	204	14.50	

** = Significant at the .01 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	14.00	14.95	15.90	13.31	12.50	14.85
Public School	22.00	15.93	13.58	12.15	12.29	14.20
Mean	16.13	15.27	14.89	12.58	12.33	

H₀160 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Intolerance of Ambiguity.

H₀161 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Intolerance of Ambiguity.

H₀162 There is no significant difference among the groups when separated according to the level of the mother's education on the measurement of Intolerance of Ambiguity.

Significant interaction was found between the type of school attended and the level of the mother's education on this subscale. It was found that, on the average, public school students' tolerance of ambiguity increased as the level of the mother's education increased. For Christian school students, the least tolerance was found for those children of mothers with some college or technical school training. Other groups showed more tolerance. Hypothesis H₀160 was rejected. Because of the interaction hypotheses H₀161 and H₀162 were not interpreted.

Data for the analysis of school type against the mother's educational level for the total test of religiosity are shown in Table 59.

Table 59

DATA FOR SCHOOL TYPE AGAINST MOTHER'S EDUCATIONAL LEVEL ON
THE TOTAL TEST OF RELIGIOSITY.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1413.09	1	1413.09	2.48
Mother's Education	2673.38	4	668.34	1.17
Interaction	5129.09	4	1282.27	2.25*
Within	116293.	204	570.06	

* = Significant at the .10 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	131.64	141.08	146.74	135.75	115.00	140.54
Public School	133.50	133.73	150.96	139.74	153.57	141.49
Mean	132.13	138.68	148.58	138.26	145.00	

H₀163 There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of the total test of religiosity.

H₀164 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of the total test of religiosity.

H₀165 There is no significant difference among the groups when separated according to the level of the mother's education on the total test of religiosity.

Interaction was found on this analysis. Again, as for some previous scales, least religiosity was found, on the average, for those Christian school students who were children of mothers with some college or technical school training. Other Christian school students exhibited more religiosity. For public school students, the mean score of religiosity decreased or indicated more religiosity as the level of the mother's education increased. Hypothesis H₀163 was rejected. Because of the interaction, hypotheses H₀164 and H₀165 were not interpreted.

Summary

Significant interaction was found between the mother's educational level and the type of school attended on five subscales and on the total test of religiosity.

These subscales were Devotionalism, Financial Support, Orientation to Growth and Striving, Salience: Cognition, and Intolerance Of Ambiguity. Except for Intolerance of Ambiguity, differences in group means for all the significant subscores were quite similar. Christian school students had a mean score which indicated least religiosity when the mothers had some technical school or college education. Religiosity on these scales increased with both increased and decreased mother's educational level. Public school students had group mean scores which indicated decreasing religiosity on these scales with increasing mother's educational level. No significant differences were found among the mother's educational level groups on any scale. The results of the analysis of school type difference will be summarized at the conclusion of Chapter IV.

Analysis of the Average Parental Educational Level Against School Type

The relationship between the type of school attended and the average level of the parent's education was investigated using a two-by-five matrix. One axis listed the type of school attended as either public school or Christian school. The other axis listed the average level of the parent's education. This was done by taking the total number of years of education of both parents and

dividing this by two. The result was classified according to one of the following categories: 1. less than high school, 2. a high school diploma, 3. some college or technical school training, 4. college graduate, or 5. graduate work in college.

Data for school type against the average parental educational level for the Creedal Assent subscale are shown in Table 60.

H_0 166 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Creedal Assent.

H_0 167 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.

H_0 168 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of Creedal Assent.

No significant interaction was found between the variables of this analysis. No significant difference was found among the groups when separated according to the average level of the parental education. There was a significant difference between the mean score of public school students and the mean score of Christian school students. Christian school students, on the average, agreed more completely with the creeds of the church than did

Table 60

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL LEVEL FOR THE CREEDAL ASSENT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	103.69	1	103.69	9.75**
Parental Education	34.57	4	8.64	.81
Interaction	83.49	4	20.87	1.96
Within	2190.44	206	10.63	

** , = Significant at the .01 level

Mean score of public school students = 10.90

Mean score of christian school students = 9.01

Mean score of parental educational level Group 1 = 9.23

Mean score of parental educational level Group 2 = 9.38

Mean score of parental educational level Group 3 = 9.48

Mean score of parental educational level Group 4 = 11.83

Mean score of parental educational level Group 5 = 10.78

public school students. Hypotheses H_{0166} and H_{0168} were retained and hypothesis H_{0167} was rejected.

Data for the analysis of school type against the average parental educational level for the Devotionalism subscale is shown in Table 61.

Table 61

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL
LEVEL ON THE DEVOTIONALISM SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	9.87	1	9.87	.89
Parental Education	.72	4	.18	.02
Interaction	42.06	4	11.06	.95
Within	2278.63	206	11.06	

Mean score of public school students = 10.50

Mean score of Christian school students = 9.99

Mean score of parental educational level Group 1 = 10.26

Mean score of parental educational level Group 2 = 10.04

Mean score of parental educational level Group 3 = 10.03

Mean score of parental educational level Group 4 = 10.58

Mean score of parental educational level Group 5 = 10.56

H₀169 There is no significant interaction between the type of school attended and the average level of the parent's education on the measurement of Devotionalism.

H₀170 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Devotionalism.

H₀171 There is no significant difference among the groups when separated according to the average level of parental educational level on the measurement of Devotionalism.

No significant interaction was found between the two variables of this analysis. There is no significant difference among the groups when separated according to the average level of parental education nor between the mean score of students when separated based upon school type. Therefore, hypotheses H₀169, H₀170, and H₀171 were all retained.

Data for the analysis of school type against the average parental educational level for the Church Attendance subscale are shown in Table 62.

Table 62

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL
LEVEL FOR THE CHURCH ATTENDANCE SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.59	1	.59	.22
Parental Education	1.95	4	.49	.18
Interaction	2.01	4	.50	.18
Within	567.12	206	2.75	

Mean score of public school students = 5.86

Mean score of Christian school students = 6.03

Mean score of parental educational level Group 1 = 5.97

Mean score of parental educational level Group 2 = 6.08

Mean score of parental educational level Group 3 = 5.82

Mean score of parental educational level Group 4 = 6.00

Mean score of parental educational level Group 5 = 6.02

H₀172 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Church Attendance.

H₀173 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Church Attendance.

H₀174 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of Church attendance.

No significant interaction was found between the variables of this analysis. There was neither a significant difference between the school type groups nor among the groups separated according to parental educational level. Hypotheses H₀172, H₀173, and H₀174 were all retained.

Data for the analysis of school type against the average parental educational level for the Organizational Activity subscale are shown in Table 63.

Table 63

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL
LEVEL FOR THE ORGANIZATIONAL ACTIVITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	80.92	1	80.92	6.40#
Parental Education	83.75	4	20.94	1.66
Interaction	62.54	4	15.63	1.24
Within	2605.44	206	12.65	

= Significant at the .05 level

Mean score of public school students = 14.54

Mean score of Christian school students = 15.99

Mean score of parental educational level Group 1 = 14.80

Mean score of parental educational level Group 2 = 15.64

Mean score of parental educational level Group 3 = 15.23

Mean score of parental educational level Group 4 = 15.17

Mean score of parental educational level Group 5 = 15.80

H₀175 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Organizational Activity.

H₀176 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Organizational Activity.

H₀177 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of Organizational Activity.

No significant interaction was found between the variables of this study. No significant difference was found among the groups when separated according to the average level of parental education. There was a significant difference between the mean score of public school students and the mean score of Christian school students. Public school students were significantly more organizationally active than were Christian school students. Hypotheses H₀175 and H₀177 were retained while hypothesis H₀176 was rejected.

Data for school type against average parental educational level for the Financial Support subscale are shown in Table 64.

Table 64

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL
LEVEL FOR THE FINANCIAL SUPPORT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	9.00	1	9.00	.74
Parental Education	48.41	4	12.10	1.00
Interaction	118.04	4	29.51	2.44#
Within	2495.88	206	12.12	

= Significant at the .05 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	11.54	11.06	11.09	10.00	10.91	11.14
Public School	8.43	11.12	12.28	12.89	12.71	11.99
Mean	10.91	11.08	11.51	12.17	12.27	

H₀178 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Financial Support.

H₀179 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Financial Support.

H₀180 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of Financial Support.

Significant interaction was found between the average level of parental education and the type of school attended on this scale. For public school students, financial support increased as parental education decreased, while for Christian school students, financial support increased as parental educational level increased.

Hypothesis H₀178 was rejected. Because of the interaction, no interpretation was made of hypotheses H₀179 or H₀180.

Data for School type against the average parental educational level for the Orientation to Growth and Striving subscale are shown in Table 65.

Table 65

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL LEVEL FOR THE ORIENTATION TO GROWTH AND STRIVING SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	19.49	1	19.49	1.70
Parental Education	12.97	4	3.24	.28
Interaction	65.80	4	16.45	1.44
Within	2357.61	206	11.44	

Mean score of public school students = 14.38

Mean score of Christian school students = 13.48

Mean score of parental educational level Group 1 = 13.40

Mean score of parental educational level Group 2 = 13.72

Mean score of parental educational level Group 3 = 13.73

Mean score of parental educational level Group 4 = 14.58

Mean score of parental educational level Group 5 = 14.4

H₀181 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Orientation to Growth and Striving.

H₀182 There is no significant difference between the type of school attended and the average level of parental education on the measurement of Orientation to Growth and Striving.

H₀183 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of Orientation to Growth and Striving.

No significant interaction was found between the variables of this analysis. There was no significant difference between the school type groups nor was there a significant difference among the parental educational level groups. Hypotheses H₀181, H₀182, and H₀183 were all retained.

Data for the analysis of school type against the average parental educational level for the Salience: Behavior subscale are shown in Table 66.

Table 66

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL
LEVEL FOR THE SALIENCE: BEHAVIOR SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1.47	1	1.47	.11
Parental Education	5.27	4	1.32	.10
Interaction	28.78	4	7.19	.53
Within	2774.55	206	13.47	

Mean score of public school students = 22.00

Mean score of Christian school students = 22.38

Mean score of parental educational level Group 1 = 22.17

Mean score of parental educational level Group 2 = 21.96

Mean score of parental educational level Group 3 = 22.37

Mean score of parental educational level Group 4 = 21.92

Mean score of parental educational level Group 5 = 22.40

H₀184 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Saliency: Behavior.

H₀185 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Saliency: Behavior.

H₀186 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of Saliency: Behavior.

No significant interaction was found between the variables of this analysis. There was no significant difference between the school type groups nor was there a significant difference among the parental educational level groups on the Saliency: Behavior subscale. Hypotheses H₀184, H₀185, and H₀187 were all retained.

Data for the analysis of school type against the average parental educational level for the Saliency: Cognition subscale are shown in Table 6.7.

Table 67

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL
LEVEL FOR THE SALIENCE: COGNITION SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	16.37	1	16.37	1.22
Parental Education	74.05	4	18.51	1.04
Interaction	148.60	4	37.15	2.08*
Within	3672.85	206	17.83	

* = Significant at the .10 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	14.82	15.92	15.67	14.67	13.91	15.37
Public School	13.43	13.88	16.72	17.78	17.59	16.37
Mean	14.54	15.26	16.04	17.00	16.69	

H₀187 There is no significant interaction between the type of school attended and the average parental educational level on the measurement of Salience: Cognition.

H₀188 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Cognition.

H₀189 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of Salience: Cognition.

Significant interaction was found between the variables of this analysis. Except for the lowest educational level Group, the cognitive salience of Christian school students was proportional to the average level of parental education. For public school students, except for the highest educational level group, the level of students cognitive salience was inversely proportional to the parental educational level. Hypothesis H₀187 was rejected. Because of the interaction, hypotheses H₀188 and H₀189 were not interpreted.

Data for the analysis of school type against the average parental educational level for the Active Regulars subscale are shown in Table 68.

Table 68

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL LEVEL FOR THE ACTIVE REGULARS SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	79.68	1	79.68	3.85#
Parental Education	82.41	4	20.60	1.00
Interaction	141.48	4	35.37	1.71
Within	4260.25	206	20.68	

= Significant at the .05 level

Mean score of public school students = 20.75

Mean score of Christian school students = 22.21

Mean score of parental educational level Group 1 = 21.37

Mean score of parental educational level Group 2 = 21.26

Mean score of parental educational level Group 3 = 21.39

Mean score of parental educational level Group 4 = 22.08

Mean score of parental educational level Group 5 = 22.31

H₀190 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of The Active Regulars.

H₀191 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of The Active Regulars.

H₀192 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of The Active Regulars.

No significant interaction was found between the variables of this scale. There was no significant difference among the parental educational level groups. There was a significant difference between the mean scores of the school types. Public school students, on the average, showed more religiosity on The Active Regular scale than did Christian school students. Hypotheses H₀190 and H₀192 were retained while H₀191 was rejected.

Data for the analysis of school type against the average parental educational level for the Intolerance of Ambiguity subscale are shown in Table 69.

Table 69

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL
LEVEL FOR THE INTOLERANCE OF AMBIGUITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	16.71	1	16.71	1.12
Parental Education	328.70	4	82.18	5.50
Interaction	125.70	4	31.43	2.10*
Within	3075.86	206	14.93	

* = Significant at the .10 level

	Group 1	Group 2	Group 3	Group 4	Group 5	Mean
Christian School	14.64	15.53	15.02	13.00	12.73	14.83
Public School	19.29	16.65	13.52	12.00	12.88	14.20
Mean	15.57	15.89	14.49	12.58	12.84	

H₀195 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Intolerance of Ambiguity.

H₀194 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Intolerance of Ambiguity.

H₀195 There is no significant difference among the groups when separated according to the average parental educational level on the measurement of Intolerance of Ambiguity.

Significant interaction was found between the variables of this analysis. The level of tolerance of ambiguity rises with both public and Christian school students as the average parental educational level rises. This rise is much greater among the groups of public school students than among the groups of Christian school students. Hypothesis H₀193 was rejected. Because of the interaction, hypotheses H₀194 and H₀195 were not interpreted.

Data for the analysis of school type against the average parental educational level for the total test of religiosity are shown in Table 70.

Table 70

DATA FOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL LEVEL FOR THE TOTAL TEST OF RELIGIOSITY.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	93.92	1	93.92	.16
Parental Education	452.80	4	113.20	.19
Interaction	3185.71	4	796.43	2.10
Within	121773.	206	591.13	

Mean score of public school students = 141.49

Mean score of Christian school students = 140.42

Mean score of parental educational level Group 1 = 138.23

Mean score of parental educational level Group 2 = 140.30

Mean score of parental educational level Group 3 = 140.08

Mean score of parental educational level Group 4 = 143.92

Mean score of parental educational level Group 5 = 144.04

H₀196 There is no significant interaction between the type of school attended and the average level of parental education on the measurement of the total test of religiosity.

H₀197 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of the total test of religiosity.

H₀198 There is no significant difference among the groups when separated according to the average level of parental education on the measurement of the total test of religiosity.

No significant interaction was found between the variables of this analysis. There was also no significant difference between the school type groups nor among the parental educational level groups on the total test of religiosity. Hypotheses H₀196, H₀197, and H₀198 are all retained.

Summary

Significant interaction was found between the average parental educational level and the type of school attended on the Financial Support, Salience: Cognition, and Intolerance of Ambiguity subscales. The patterns of the mean scores were very different, however. Mean group religiosity was proportional to average parental educational

level for Christian school students on the Financial Support scale and inversely proportional for public school students. Mean group religiosity was inversely proportional to average parental educational level for public school students on the Salience: Cognition scale while Christian school students showed least religiosity for students whose parents had some college or technical school education. Other groups had increased religiosity on this scale. Christian school student's scores had a similar trend on the Intolerance of Ambiguity scale as it did on the Salience: Cognition scale. Public school students had a mean group score which was inversely proportional to the average parental educational level. No significant difference was found among the average parental educational level groups on any subscale. The results of the analysis of school type difference will be summarized at the conclusion of Chapter IV.

Analysis of Educational Aspirations

Against School Type

The relationship between the type of school attended and the educational aspirations of the students was investigated using a two-by-five matrix. The school type was listed as either public school or Christian school students. The educational aspirations of the students were listed in one of six categories. These categories were: work, military, college, family, technical school, or other.

Only five students chose the "other" category. All of these said that they were undecided as to their future plans. For the purpose of this analysis, these responses were not useful and were ignored on this analysis.

Data for the analysis of school type against the educational aspirations of the students for the Creedal Assent subscale are shown in Table 71.

H₀199 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Creedal Assent.

H₀200 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.

H₀201 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Creedal Assent.

No significant interaction was found between the variables of this analysis. There was no significant difference among the groups of educational aspirations on the measurement of Creedal Assent. There was a significant difference between the mean score of public school students and the mean score of Christian school students on this measurement. On the average, Christian school students agreed more fully with the creeds of their church than did

Table 71

DATA FOR SCHOOL TYPE AGAINST THE EDUCATIONAL ASPIRATIONS OF THE STUDENTS ON THE CREEDAL ASSENT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	35.10	1	35.10	3.32*
Aspirations	79.31	4	19.83	1.88
Interaction	52.48	4	13.12	1.24
Within	2124.33	201	10.57	

* = Significant at the .10 level

Mean score of public school students = 10.92

Mean score of Christian school students = 8.98

Mean score of students with each of the following plans after high school:

Mean score of those planning work = 10.41

Mean score of those planning military service = 11.20

Mean score of those planning college = 9.84

Mean score of those planning a family = 8.00

Mean score of those planning technical school = 8.39

public school students. Hypotheses H_{0199} and H_{0201} were retained while hypothesis H_{0200} was rejected.

Data for the analysis of school type against the educational aspirations of the students for the

Devotionalism subscale are shown in Table 72

Table 72

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE DEVOTIONALISM SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.03	1	.03	.003
Aspirations	102.42	4	25.61	2.46
Interaction	22.00	4	5.50	.53
Within	2090.28	201	10.40	

Mean score of public school students = 10.49

Mean score of Christian school students = 9.98

Mean score of students with these plans after high school.

Mean score of those planning work = 11.71

Mean score of those planning military service = 11.00

Mean score of those planning college = 9.93

Mean score of those planning family = 7.25

Mean score of those planning technical school = 10.00

H₀202 There is no significant interaction between the type of school attended and the educational aspirations of the student on the measurement of Devotionalism.

H₀203 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Devotionalism.

H₀204 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Devotionalism.

No significant interaction was found between the variables of this analysis. There were also no significant differences between the school type groups or among the educational aspiration groups on the measurement of Devotionalism. Hypotheses H₀202, H₀203, and H₀204 were all retained.

Data for the analysis of school type against the educational aspirations of the students for the Church Attendance subscale are shown in Table 73.

Table 73

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE CHURCH ATTENDANCE SUBSCALE,

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.20	1	.20	.07
Aspirations	9.04	4	2.26	.84
Interaction	14.28	4	3.57	1.33
Within	541.12	201	2.69	

Mean score of public school students = 5.89

Mean score of Christian school students = 6.02

Mean score of students with the following plans after high school:

Mean score of those planning work = 6.47

Mean score of those planning military service = 5.4

Mean score of those planning college = 5.85

Mean score of those planning a family = 6.25

Mean score of those planning technical school = 6.06

H₀205 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Church Attendance.

H₀206 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of church attendance.

H₀207 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Church attendance.

No significant interaction was found between the variables of this analysis. There was no significant difference between the school type groups and no significant difference among the educational aspiration groups on the measurement of Church Attendance. Hypotheses H₀205, H₀206, and H₀207 were all retained.

Data for the analysis of school type against the educational aspirations of the students for the Organizational Activity subscale are shown in Table 74.

Table 74

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE ORGANIZATIONAL ACTIVITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	1.41	1	1.41	.11
Aspirations	35.36	4	8.84	.70
Interaction	75.65	4	18.91	1.49
Within	2555.76	201	12.72	

Mean score of public school students = 14.53

Mean score of christian school students = 15.98

Mean score of students with the following plans after high school:

Mean score of those planning work = 16.47

Mean score of those planning military service = 16.4

Mean score of those planning college = 14.91

Mean score of those planning a family = 15.75

Mean score of those planning technical school = 16.67

H₀208 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Organizational Activity.

H₀209 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Organizational Activity.

H₀210 There is no significant difference among the groups when separated according to the future educational aspirations of the students on the measurement of Organizational activity.

No significant interaction was found between the variables of this analysis. There was also no significant difference between the means of the school type groups nor was there any significant difference among the educational aspiration groups. Hypotheses H₀208, H₀209, and H₀210 were retained.

Data for the analysis of school type against the educational aspirations of the students for the Financial Support subscale are shown in Table 75.

Table 75

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE FINANCIAL SUPPORT SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	10.15	1	10.15	.87
Aspirations	37.73	4	9.43	.81
Interaction	135.14	4	11.64	2.90#
Within	2339.23	201	11.64	

= Significant at the .05 level

	work	mil svc.	coll.	family	tech sc.	mean
Christian School	13.28	13.00	10.22	6.00	12.00	11.11
Public School	13.00	9.50	11.95	14.00	11.33	12.04
Mean	13.21	11.60	11.06	12.00	11.89	

H₀211 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Financial Support.

H₀212 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Financial Support.

H₀213 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Financial Support.

There was a significant level of interaction between the variables of this analysis. For public school students, those planning military service had the greatest mean level of financial support followed in order by those planning technical school, college, work, and a family. For Christian school students, The group with the most mean financial support was that group planning a family, followed in order by those planning college, technical school, military service, and work. Hypothesis H₀211 is rejected. Because of the interaction, hypotheses H₀212 and H₀213 were not interpreted.

Data for the analysis of school type against the educational aspirations of the students for the Orientation to Growth and Striving subscale are shown in Table 76.

Table 76

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE ORIENTATION TO GROWTH AND STRIVING SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.45	1	.45	.04
Aspirations	61.39	4	15.35	1.40
Interaction	16.07	4	4.02	.37
Within	2203.97	201	10.96	

Mean score of public school students = 14.40

Mean score of Christian school students = 13.45

Mean score of students with the following plans after high school:

Mean score of those planning work = 15.50

Mean score of those planning military service = 14.00

Mean score of those planning college = 13.59

Mean score of those planning a family = 11.50

Mean score of those planning technical school = 11.50

H₀214 There is no significant interaction between the type of school attended and the educational aspirations on the measurement of Orientation to Growth and Striving.

H₀215 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Orientation to Growth and Striving.

H₀216 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Orientation to Growth and Striving.

No significant interaction was found between the variables of this analysis. There was no significant difference between the school type groups nor was there a significant difference among the educational aspiration groups. Hypotheses H₀214, H₀215, and H₀216 were retained.

Data for the analysis of school type against the educational aspirations of the students for the Salience: Behavior subscore are shown in Table 77.

Table 77

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE SALIENCE: BEHAVIOR SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	12.41	1	12.41	.94
Aspirations	19.15	4	4.79	.36
Interaction	82.23	4	20.56	1.55
Within	2660.45	201	13.24	

Mean score of public school students = 21.99

Mean score of Christian school students = 22.35

Mean score of students with the following plans after high school:

Mean score of those planning work = 23.85

Mean score of those planning military service = 22.00

Mean score of those planning college = 21.92

Mean score of those planning a family = 20.75

Mean score of those planning technical school = 21.72

H₀217 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Salience: Behavior.

H₀218 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Behavior.

H₀219 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Salience: Behavior.

No significant interaction was found between the variables of this analysis. There was no significant difference between the school type groups nor was there any significant difference among the educational aspiration groups on the Salience: Behavior subscale. Hypotheses H₀217, H₀218, and H₀219 were all retained.

Data for the analysis of school type against the educational aspirations of the students for the Salience: Cognition subscale are shown in Table 78.

Table 78

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE SALIENCE: COGNITION SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	.04	1	.04	.002
Aspirations	117.97	4	29.49	1.64
Interaction	38.43	4	9.61	.54
Within	3605.93	201	17.94	

Mean score of public school students = 16.38

Mean score of Christian school students = 15.36

Mean score of students with the following plans after high school:

Mean score of those planning work = 17.00

Mean score of those planning military service = 18.20

Mean score of those planning college = 15.49

Mean score of those planning a family = 12.50

Mean score of those planning technical school = 16.06

H₀220 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Salience: Cognition.

H₀221 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Salience: Cognition.

H₀222 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Salience: Cognition.

No significant interaction was found between the two variables of this analysis. There was no significant difference between the school type groups nor was there a significant difference among the educational aspiration groups on the measurement of Salience: Cognition.

Hypotheses H₀220, H₀221, and H₀222 were all retained.

Data for the analysis of school type against the educational aspirations of the students for the Active Regulars subscale are shown in Table 79.

Table 79

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE ACTIVE REGULARS SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	7.71	1	7.71	.37
Aspirations	21.23	4	5.31	.26
Interaction	38.53	4	9.63	.47
Within	4161.59	201	20.70	

Mean score of public school students = 20.84

Mean score of Christian school students = 22.15

Mean score of students with the following plans after high school:

Mean score of those planning work = 23.68

Mean score of those planning military service = 23.40

Mean score of those planning college = 21.05

Mean score of those planning a family = 21.00

Mean score of those planning technical school = 22.11

H₀223 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of The Active Regulars.

H₀224 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of The Active Regulars.

H₀225 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of The Active Regulars.

No significant interaction was found between the variables of this analysis. There was no significant difference between the school type groups nor was there any significant difference among the educational aspiration groups. Hypotheses H₀223, H₀224, and H₀225 were all retained.

Data for the analysis of school type against the educational aspirations of the students for the Intolerance of Ambiguity subscale are shown in Table 80.

Table 80

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENTS FOR THE INTOLERANCE OF AMBIGUITY SUBSCALE.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	83.87	1	83.87	6.24
Aspirations	170.00	4	42.50	3.16
Interaction	277.20	4	69.30	5.15**
Within	2702.71	201	13.45	

** = Significant at the .01 level

	work	mil svc.	col.	family	tech. sc.	mean
Christian School	16.32	17.33	14.29	7.00	15.00	14.81
Public School	20.78	13.00	13.00	18.67	19.67	14.19
Mean	17.50	15.60	13.66	15.75	15.78	

H₀226 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Intolerance of Ambiguity.

H₀227 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Intolerance of Ambiguity.

H₀228 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of Intolerance of Ambiguity.

Significant interaction was found between the type of school attended and the educational aspirations of the students on this subscale. For public school students, the most tolerant students, on the average, were those who planned college and those planning military service after high school. The other groups showed less tolerance in the following order: the group which planned a family, technical school, and work. For Christian school students, the most tolerant group was the group that planned a family, followed by the groups that chose college, technical school, work, and military service. Hypothesis H₀226 was rejected. Because of the interaction, hypotheses H₀227 and H₀228 were not interpreted.

Data for the analysis of school type against the

educational aspirations of the students are shown in Table 81.

Table 81

DATA FOR SCHOOL TYPE AGAINST EDUCATIONAL ASPIRATIONS OF THE STUDENT FOR THE TOTAL TEST OF RELIGIOSITY.

Source of Variance	Sum of Squares	Degrees of Freedom	Variance Estimate	F Value
School Type	146.03	1	146.03	.26
Aspirations	3412.44	4	853.11	1.53
Interaction	766.54	4	191.64	.34
Within	112291.	201	11.10	

Mean score of public school students = 141.68

Mean score of Christian school students = 140.17

Mean score of students with the following plans after high school:

Mean score of those planning work = 155.79

Mean score of those planning military service = 147.80

Mean score of those planning college = 137.30

Mean score of those planning a family = 130.75

Mean score of those planning technical school = 142.11

H₀229 There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of the total test of religiosity.

H₀230 There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of the total test of religiosity.

H₀231 There is no significant difference among the groups when separated according to the educational aspirations of the students on the measurement of the total test of religiosity.

No significant interaction was found between the variables of this analysis. There was no significant difference between the mean scores of the school type groups nor was there any significant difference among the educational aspiration groups on the measurement of the total test of religiosity. Hypotheses H₀229, H₀230, and H₀231 were all retained.

Summary

When the educational aspirations of students were analyzed against the type of school attended, interaction was found on the Financial Support scale and on the Intolerance Of Ambiguity scale. On the Financial Support scale, Christian school students who planned college had a

