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.
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

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APPROVAL

of a thesis submitted by

John Joseph Keeley

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 consistancy, and is ready for submission to the College of Graduate Studies.

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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.

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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 I

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." (Beversluis, 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."
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

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, devotionalism, 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
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, Salience: Behavior, Salience: 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.
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

<table>
<thead>
<tr>
<th>Denomination</th>
<th>Number of Churches in the Population</th>
<th>Number of Churches in the Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Reformed</td>
<td>31</td>
<td>5</td>
</tr>
<tr>
<td>Reformed</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Lutheran</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Baptist</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Non-Denominational</td>
<td>28</td>
<td>5</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Choice</th>
<th>Number of Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian Atmosphere</td>
<td>119</td>
<td>89.5%</td>
</tr>
<tr>
<td>Bible Classes</td>
<td>1</td>
<td>0.7%</td>
</tr>
<tr>
<td>Increased Discipline</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Problems In Another School</td>
<td>2</td>
<td>2.3%</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>8</td>
<td>6.0%</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Table 3

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

<table>
<thead>
<tr>
<th>Choice</th>
<th>Number of Responses</th>
<th>Percent of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Cost</td>
<td>31</td>
<td>33.7%</td>
</tr>
<tr>
<td>Lack of Course Offerings</td>
<td>8</td>
<td>8.7%</td>
</tr>
<tr>
<td>Lack of Educational Excellence</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>School Atmosphere</td>
<td>4</td>
<td>4.3%</td>
</tr>
<tr>
<td>Other (Specify)</td>
<td>37</td>
<td>40.2%</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>8.7%</td>
</tr>
</tbody>
</table>
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.

Salience: 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 contract 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.

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>180.604</td>
<td>1</td>
<td>180.604</td>
<td>17.08**</td>
</tr>
<tr>
<td>Sex</td>
<td>61.959</td>
<td>1</td>
<td>61.959</td>
<td>5.86#</td>
</tr>
<tr>
<td>Interaction</td>
<td>8.056</td>
<td>1</td>
<td>8.056</td>
<td>.76</td>
</tr>
<tr>
<td>Within</td>
<td>2242.34</td>
<td>212</td>
<td>10.557</td>
<td></td>
</tr>
</tbody>
</table>

# = 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
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.

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>13.302</td>
<td>1</td>
<td>13.302</td>
<td>1.26</td>
</tr>
<tr>
<td>Sex</td>
<td>68.684</td>
<td>1</td>
<td>68.684</td>
<td>6.51**</td>
</tr>
<tr>
<td>Interaction</td>
<td>16.075</td>
<td>1</td>
<td>16.075</td>
<td>1.52</td>
</tr>
<tr>
<td>Within</td>
<td>2237.07</td>
<td>212</td>
<td>10.552</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
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.

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.876</td>
<td>1</td>
<td>1.876</td>
<td>.72</td>
</tr>
<tr>
<td>Sex</td>
<td>18.579</td>
<td>1</td>
<td>18.579</td>
<td>7.08**</td>
</tr>
<tr>
<td>Interaction</td>
<td>.010</td>
<td>1</td>
<td>.010</td>
<td>.004</td>
</tr>
<tr>
<td>Within</td>
<td>556152.</td>
<td>212</td>
<td>2.623</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
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.

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>114.372</td>
<td>1</td>
<td>114.372</td>
<td>9.66**</td>
</tr>
<tr>
<td>Sex</td>
<td>190.784</td>
<td>1</td>
<td>190.784</td>
<td>16.12**</td>
</tr>
<tr>
<td>Interaction</td>
<td>14.983</td>
<td>1</td>
<td>14.983</td>
<td>1.27</td>
</tr>
<tr>
<td>Within</td>
<td>2508.88</td>
<td>212</td>
<td>12.254</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>40.690</td>
<td>1</td>
<td>40.690</td>
<td>3.32*</td>
</tr>
<tr>
<td>Sex</td>
<td>1.704</td>
<td>1</td>
<td>1.704</td>
<td>.14</td>
</tr>
<tr>
<td>Interaction</td>
<td>31.047</td>
<td>1</td>
<td>31.047</td>
<td>2.53</td>
</tr>
<tr>
<td>Within</td>
<td>2597.92</td>
<td>212</td>
<td>12.254</td>
<td></td>
</tr>
</tbody>
</table>

* = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>42.349</td>
<td>1</td>
<td>42.349</td>
<td>3.95</td>
</tr>
<tr>
<td>Sex</td>
<td>140.487</td>
<td>1</td>
<td>140.487</td>
<td>13.10</td>
</tr>
<tr>
<td>Interaction</td>
<td>32.684</td>
<td>1</td>
<td>32.684</td>
<td>3.05*</td>
</tr>
<tr>
<td>Within</td>
<td>2272.63</td>
<td>212</td>
<td>10.720</td>
<td></td>
</tr>
</tbody>
</table>

* = significant at the .10 level

Cell means for the analysis.

<table>
<thead>
<tr>
<th>School Type</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>14.67</td>
<td>12.25</td>
</tr>
<tr>
<td>Public School</td>
<td>14.78</td>
<td>13.93</td>
</tr>
</tbody>
</table>
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.

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 $H_{016}$ was rejected. The other null hypotheses were not tested because of the interaction.

Salience: 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
Salience: Behavior subscale are shown in Table 11.

Table 11

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>7.736</td>
<td>1</td>
<td>7.736</td>
<td>.61</td>
</tr>
<tr>
<td>Sex</td>
<td>87.894</td>
<td>1</td>
<td>87.894</td>
<td>6.89**</td>
</tr>
<tr>
<td>Interaction</td>
<td>24.385</td>
<td>1</td>
<td>24.385</td>
<td>1.91</td>
</tr>
<tr>
<td>Within</td>
<td>2704.08</td>
<td>212</td>
<td>12.755</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

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 $H_0^{21}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>49.008</td>
<td>1</td>
<td>49.008</td>
<td>2.76*</td>
</tr>
<tr>
<td>Sex</td>
<td>178.814</td>
<td>1</td>
<td>178.814</td>
<td>10.07**</td>
</tr>
<tr>
<td>Interaction</td>
<td>3.997</td>
<td>1</td>
<td>3.997</td>
<td>.23</td>
</tr>
<tr>
<td>Within</td>
<td>3763.14</td>
<td>212</td>
<td>17.751</td>
<td></td>
</tr>
</tbody>
</table>

* = 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
69

$H_{022}$ There is no significant interaction between the type of school attended and the sex of the student on the measurement of Salience: Cognition.

$H_{023}$ 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.

$H_{024}$ 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 $H_{023}$ and $H_{024}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>114.671</td>
<td>1</td>
<td>114.671</td>
<td>5.70#</td>
</tr>
<tr>
<td>Sex</td>
<td>171.872</td>
<td>1</td>
<td>171.872</td>
<td>8.55**</td>
</tr>
<tr>
<td>Interaction</td>
<td>26.089</td>
<td>1</td>
<td>26.089</td>
<td>1.30</td>
</tr>
<tr>
<td>Within</td>
<td>4262.7</td>
<td>212</td>
<td>20.107</td>
<td></td>
</tr>
</tbody>
</table>

# = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>25.986</td>
<td>1</td>
<td>25.986</td>
<td>1.75</td>
</tr>
<tr>
<td>Sex</td>
<td>382.990</td>
<td>1</td>
<td>382.990</td>
<td>25.81**</td>
</tr>
<tr>
<td>Interaction</td>
<td>.042</td>
<td>1</td>
<td>.042</td>
<td>.28</td>
</tr>
<tr>
<td>Within</td>
<td>3145.32</td>
<td>212</td>
<td>14.836</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
$H_0^{28}$ There is no significant interaction between the type of school attended and the sex of the student on the measurement of Intolerance of Ambiguity.

$H_0^{29}$ 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.

$H_0^{30}$ 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 $H_0^{28}$ and $H_0^{29}$ 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 $H_0^{30}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>40.333</td>
<td>1</td>
<td>40.333</td>
<td>.075</td>
</tr>
<tr>
<td>Sex</td>
<td>10569.3</td>
<td>1</td>
<td>10569.3</td>
<td>19.76**</td>
</tr>
<tr>
<td>Interaction</td>
<td>784.435</td>
<td>1</td>
<td>784.435</td>
<td>1.47</td>
</tr>
<tr>
<td>Within</td>
<td>113367</td>
<td>212</td>
<td>534.75</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
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.

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 type of school attended and the sex of the student on the measurement of the total test of religiosity.

No significant interaction was found between the type of school attended and the sex of the student 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>160.02</td>
<td>1</td>
<td>160.02</td>
<td>14.99**</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>32.62</td>
<td>2</td>
<td>16.31</td>
<td>1.53</td>
</tr>
<tr>
<td>Interaction</td>
<td>18.28</td>
<td>2</td>
<td>9.14</td>
<td>.86</td>
</tr>
<tr>
<td>Within</td>
<td>2241.19</td>
<td>210</td>
<td>10.67</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>38.27</td>
<td>1</td>
<td>38.27</td>
<td>3.72#</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>178.55</td>
<td>2</td>
<td>89.27</td>
<td>8.68**</td>
</tr>
<tr>
<td>Interaction</td>
<td>24.02</td>
<td>2</td>
<td>12.01</td>
<td>1.17</td>
</tr>
<tr>
<td>Within</td>
<td>2159.73</td>
<td>210</td>
<td>10.28</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

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 $H_0^{37}$ 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 $H_0^{38}$ and $H_0^{39}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.71</td>
<td>1</td>
<td>.71</td>
<td>.27</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>22.15</td>
<td>2</td>
<td>11.07</td>
<td>4.21#</td>
</tr>
<tr>
<td>Interaction</td>
<td>6.85</td>
<td>2</td>
<td>3.43</td>
<td>1.30</td>
</tr>
<tr>
<td>Within</td>
<td>552.27</td>
<td>210</td>
<td>2.63</td>
<td></td>
</tr>
</tbody>
</table>

# = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>81.09</td>
<td>1</td>
<td>81.09</td>
<td>6.51#</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>88.67</td>
<td>2</td>
<td>88.67</td>
<td>3.56#</td>
</tr>
<tr>
<td>Interaction</td>
<td>18.48</td>
<td>2</td>
<td>9.24</td>
<td>.74</td>
</tr>
<tr>
<td>Within</td>
<td>2615.88</td>
<td>210</td>
<td>12.46</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>57.87</td>
<td>1</td>
<td>57.87</td>
<td>4.76#</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>54.08</td>
<td>2</td>
<td>27.04</td>
<td>2.23</td>
</tr>
<tr>
<td>Interaction</td>
<td>35.56</td>
<td>2</td>
<td>17.78</td>
<td>1.46</td>
</tr>
<tr>
<td>Within</td>
<td>2551.66</td>
<td>210</td>
<td>12.15</td>
<td></td>
</tr>
</tbody>
</table>

# = 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
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.

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.

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 $H_{046}$ and $H_{048}$ were retained while $H_{047}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>74.26</td>
<td>1</td>
<td>74.26</td>
<td>7.06**</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>268.69</td>
<td>2</td>
<td>134.34</td>
<td>12.78**</td>
</tr>
<tr>
<td>Interaction</td>
<td>22.39</td>
<td>2</td>
<td>11.20</td>
<td>1.06</td>
</tr>
<tr>
<td>Within</td>
<td>2208.34</td>
<td>210</td>
<td>10.52</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
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.

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.

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 and striving. Null hypothesis $H_0^{49}$ was retained while hypotheses $H_0^{50}$ and $H_0^{51}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.13</td>
<td>1</td>
<td>1.13</td>
<td>.09</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>181.08</td>
<td>2</td>
<td>90.54</td>
<td>7.08**</td>
</tr>
<tr>
<td>Interaction</td>
<td>14.96</td>
<td>2</td>
<td>7.48</td>
<td>.58</td>
</tr>
<tr>
<td>Within</td>
<td>2686.46</td>
<td>210</td>
<td>12.79</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>70.89</td>
<td>1</td>
<td>70.89</td>
<td>4.08**</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>282.45</td>
<td>2</td>
<td>141.23</td>
<td>8.14**</td>
</tr>
<tr>
<td>Interaction</td>
<td>39.99</td>
<td>2</td>
<td>20.00</td>
<td>1.15</td>
</tr>
<tr>
<td>Within</td>
<td>3644.8</td>
<td>210</td>
<td>17.36</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
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.

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.

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 \( H_{055} \) was retained while hypotheses \( H_{056} \) and \( H_{057} \) 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>86.65</td>
<td>1</td>
<td>86.65</td>
<td>4.41**</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>297.99</td>
<td>2</td>
<td>149.00</td>
<td>7.59**</td>
</tr>
<tr>
<td>Interaction</td>
<td>50.62</td>
<td>2</td>
<td>25.31</td>
<td>1.29</td>
</tr>
<tr>
<td>Within</td>
<td>4123.17</td>
<td>210</td>
<td>19.63</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
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.

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.

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 \( H_0^{58} \) was retained while hypotheses \( H_0^{59} \) and \( H_0^{60} \) 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>4.07</td>
<td>1</td>
<td>4.07</td>
<td>.28</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>535.49</td>
<td>2</td>
<td>267.74</td>
<td>18.50</td>
</tr>
<tr>
<td>Interaction</td>
<td>80.12</td>
<td>2</td>
<td>40.06</td>
<td>2.77#</td>
</tr>
<tr>
<td>Within</td>
<td>3039.48</td>
<td>210</td>
<td>14.47</td>
<td></td>
</tr>
</tbody>
</table>

# = 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

<table>
<thead>
<tr>
<th>&quot;A&quot; Students</th>
<th>&quot;B&quot; Students</th>
<th>&quot;C&quot; and &quot;D&quot; Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>12.57</td>
<td>14.58</td>
</tr>
<tr>
<td>Public School</td>
<td>12.30</td>
<td>13.53</td>
</tr>
</tbody>
</table>
H_061 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.

H_062 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.

H_063 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 H_061 is rejected. Because of the interaction, analysis of H_062 and H_063 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>752.55</td>
<td>1</td>
<td>752.55</td>
<td>1.42</td>
</tr>
<tr>
<td>Grade Earned</td>
<td>15817.2</td>
<td>2</td>
<td>7908.6</td>
<td>14.94**</td>
</tr>
<tr>
<td>Interaction</td>
<td>580.23</td>
<td>2</td>
<td>290.12</td>
<td>.55</td>
</tr>
<tr>
<td>Within</td>
<td>111152.</td>
<td>210</td>
<td>529.29</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
$H_{064}$ 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.

$H_{065}$ 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.

$H_{066}$ 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 $H_{064}$ and $H_{065}$ were retained and $H_{066}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>91.89</td>
<td>1</td>
<td>91.89</td>
<td>9.35**</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>162.04</td>
<td>4</td>
<td>40.51</td>
<td>4.12**</td>
</tr>
<tr>
<td>Interaction</td>
<td>49.76</td>
<td>4</td>
<td>12.44</td>
<td>1.27</td>
</tr>
<tr>
<td>Within</td>
<td>2025.50</td>
<td>206</td>
<td>9.83</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
\[H_0\text{67} \text{ There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Creedal Assent.}\]

\[H_0\text{68} \text{ There is no significant difference between the mean score of public school students and the mean score of Christian school students on the measurement of Creedal Assent.}\]

\[H_0\text{69} \text{ There is no significant difference among the groups when separated according to the level of perceived parental religiosity on the measurement of Creedal Assent.}\]

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 \[H_0\text{67} \text{ was retained and hypotheses } H_0\text{68 and } H_0\text{69 were rejected.}\]

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.61</td>
<td>1</td>
<td>1.61</td>
<td>.16</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>188.23</td>
<td>4</td>
<td>47.06</td>
<td>4.74</td>
</tr>
<tr>
<td>Interaction</td>
<td>86.32</td>
<td>4</td>
<td>21.58</td>
<td>2.17#</td>
</tr>
<tr>
<td>Within</td>
<td>2045.59</td>
<td>206</td>
<td>9.93</td>
<td></td>
</tr>
</tbody>
</table>

# = significant at the .05 level

<table>
<thead>
<tr>
<th>Parent Group 1</th>
<th>Parent Group 2</th>
<th>Parent Group 3</th>
<th>Parent Group 4</th>
<th>Parent Group 5</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.41</td>
<td>10.33</td>
<td>10.14</td>
<td>13.30</td>
<td>11.07</td>
<td>10.50</td>
</tr>
<tr>
<td>Mean</td>
<td>8.95</td>
<td>9.96</td>
<td>10.83</td>
<td>12.47</td>
<td>11.50</td>
</tr>
</tbody>
</table>
$H_070$ There is no significant interaction between the type of school attended and the level of perceived parental religiosity of the measurement of devotionalism.

$H_071$ 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.

$H_072$ 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 Devotionalism.

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 $H_070$ was rejected.

Because of the interaction found in this analysis, hypotheses $H_071$ and $H_072$ 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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>2.48</td>
<td>1</td>
<td>2.48</td>
<td>1.07</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>73.25</td>
<td>4</td>
<td>18.31</td>
<td>7.92**</td>
</tr>
<tr>
<td>Interaction</td>
<td>10.54</td>
<td>4</td>
<td>2.64</td>
<td>1.14</td>
</tr>
<tr>
<td>Within</td>
<td>476.17</td>
<td>206</td>
<td>2.31</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
H_073 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Church Attendance.

H_074 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.

H_075 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 H_073 and H_074 were retained while hypothesis H_075 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.
DATA FOR SCHOOL TYPE AGAINST LEVEL OF PERCEIVED PARENTAL RELIGIOSITY FOR THE ORGANIZATIONAL ACTIVITY SUBSCALE

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>134.64</td>
<td>1</td>
<td>134.64</td>
<td>11.43**</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>249.10</td>
<td>4</td>
<td>62.27</td>
<td>5.29**</td>
</tr>
<tr>
<td>Interaction</td>
<td>40.97</td>
<td>4</td>
<td>10.24</td>
<td>.87</td>
</tr>
<tr>
<td>Within</td>
<td>2427.16</td>
<td>206</td>
<td>11.78</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.02</td>
<td>1</td>
<td>.02</td>
<td>.02</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>329.5</td>
<td>4</td>
<td>.82.37</td>
<td>7.31**</td>
</tr>
<tr>
<td>Interaction</td>
<td>31.74</td>
<td>4</td>
<td>7.94</td>
<td>.70</td>
</tr>
<tr>
<td>Within</td>
<td>2319.69</td>
<td>206</td>
<td>11.26</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.09</td>
<td>1</td>
<td>.09</td>
<td>.009</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>309.77</td>
<td>4</td>
<td>77.44</td>
<td>7.61**</td>
</tr>
<tr>
<td>Interaction</td>
<td>76.73</td>
<td>4</td>
<td>19.18</td>
<td>1.88</td>
</tr>
<tr>
<td>Within</td>
<td>2096.45</td>
<td>206</td>
<td>10.18</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>18.84</td>
<td>1</td>
<td>18.84</td>
<td>1.47</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>119.63</td>
<td>4</td>
<td>29.91</td>
<td>2.34*</td>
</tr>
<tr>
<td>Interaction</td>
<td>18.64</td>
<td>4</td>
<td>4.66</td>
<td>.36</td>
</tr>
<tr>
<td>Within</td>
<td>2634.28</td>
<td>206</td>
<td>12.79</td>
<td></td>
</tr>
</tbody>
</table>

* = 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
Hypothesis H_085 There is no significant interaction between the type of school attended and the level of perceived parental religiosity on the measurement of Salience: Behavior.

Hypothesis H_086 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.

Hypothesis H_087 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 H_085 and H_086 were retained while hypothesis H_087 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>8.11</td>
<td>1</td>
<td>8.11</td>
<td>.49</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>327.88</td>
<td>4</td>
<td>81.97</td>
<td>4.91**</td>
</tr>
<tr>
<td>Interaction</td>
<td>58.55</td>
<td>4</td>
<td>14.64</td>
<td>.88</td>
</tr>
<tr>
<td>Within</td>
<td>3439.80</td>
<td>206</td>
<td>16.70</td>
<td></td>
</tr>
</tbody>
</table>

** = 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 Salience: Cognition.

H₀₉₀ 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.

H₀₉₀ There is no significant difference among the groups when separated according to the level of perceived parental religiosity 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 a significant difference among the groups of parental religiosity. The level of student cognitive salience was proportional to the level of perceived parental religiosity. Hypotheses H₀₈₈ and H₀₉₀ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>127.11</td>
<td>1</td>
<td>127.11</td>
<td>7.19**</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>649.63</td>
<td>4</td>
<td>162.41</td>
<td>9.19**</td>
</tr>
<tr>
<td>Interaction</td>
<td>95.91</td>
<td>4</td>
<td>23.98</td>
<td>1.36</td>
</tr>
<tr>
<td>Within</td>
<td>3639.73</td>
<td>206</td>
<td>17.67</td>
<td></td>
</tr>
</tbody>
</table>

** = 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
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.

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.

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 \( H_0^{91} \) was retained while hypotheses \( H_0^{92} \) and \( H_0^{93} \) 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>44.50</td>
<td>1</td>
<td>44.50</td>
<td>2.74*</td>
</tr>
<tr>
<td>Parental Religiosity</td>
<td>15.56</td>
<td>4</td>
<td>3.89</td>
<td>.24</td>
</tr>
<tr>
<td>Interaction</td>
<td>90.59</td>
<td>4</td>
<td>22.65</td>
<td>1.39</td>
</tr>
<tr>
<td>Within</td>
<td>3349.65</td>
<td>206</td>
<td>16.26</td>
<td></td>
</tr>
</tbody>
</table>

* = 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 I 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>597.51</td>
<td>1</td>
<td>597.51</td>
<td>1.20</td>
</tr>
<tr>
<td>Parental</td>
<td>18672.5</td>
<td>4</td>
<td>4668.13</td>
<td>9.36**</td>
</tr>
<tr>
<td>Religiosity Group</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3285.72</td>
<td>4</td>
<td>821.43</td>
<td>1.65</td>
</tr>
<tr>
<td>Within</td>
<td>102686.</td>
<td>206</td>
<td>498.47</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>51.79</td>
<td>1</td>
<td>51.79</td>
<td>4.83#</td>
</tr>
<tr>
<td>Father's Education</td>
<td>35.40</td>
<td>4</td>
<td>8.85</td>
<td>.83</td>
</tr>
<tr>
<td>Interaction</td>
<td>65.24</td>
<td>4</td>
<td>16.31</td>
<td>1.52</td>
</tr>
<tr>
<td>Within</td>
<td>2164.95</td>
<td>202</td>
<td>10.72</td>
<td></td>
</tr>
</tbody>
</table>

# = 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
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.

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.

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 $H_{0100}$ and $H_{0102}$ were retained and $H_{0101}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.24</td>
<td>1</td>
<td>.24</td>
<td>.02</td>
</tr>
<tr>
<td>Father's Education</td>
<td>52.43</td>
<td>4</td>
<td>13.11</td>
<td>1.23</td>
</tr>
<tr>
<td>Interaction</td>
<td>75.03</td>
<td>4</td>
<td>18.76</td>
<td>1.76</td>
</tr>
<tr>
<td>Within</td>
<td>2153.11</td>
<td>202</td>
<td>10.66</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.78</td>
<td>1</td>
<td>1.78</td>
<td>5.91</td>
</tr>
<tr>
<td>Father's Education</td>
<td>4.91</td>
<td>4</td>
<td>1.23</td>
<td>.45</td>
</tr>
<tr>
<td>Interaction</td>
<td>4.72</td>
<td>4</td>
<td>1.18</td>
<td>.43</td>
</tr>
<tr>
<td>Within</td>
<td>549.29</td>
<td>202</td>
<td>2.72</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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 \( H_0 \)106, \( H_0 \)107, and \( H_0 \)108 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>76.49</td>
<td>1</td>
<td>76.49</td>
<td>5.94#</td>
</tr>
<tr>
<td>Father's Education</td>
<td>48.64</td>
<td>4</td>
<td>12.16</td>
<td>.94</td>
</tr>
<tr>
<td>Interaction</td>
<td>4.13</td>
<td>4</td>
<td>1.03</td>
<td>.08</td>
</tr>
<tr>
<td>Within</td>
<td>2603.06</td>
<td>202</td>
<td>12.89</td>
<td></td>
</tr>
</tbody>
</table>

# = 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
Hypothesis $H_{0109}$: 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.

$H_{0110}$: 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.

$H_{0111}$: 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 $H_{0109}$ and $H_{0111}$ were retained and hypothesis $H_{0110}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F. Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>10.29</td>
<td>1</td>
<td>10.29</td>
<td>.85</td>
</tr>
<tr>
<td>Father's Education</td>
<td>64.48</td>
<td>4</td>
<td>16.12</td>
<td>1.33</td>
</tr>
<tr>
<td>Interaction</td>
<td>130.95</td>
<td>4</td>
<td>32.74</td>
<td>2.71#</td>
</tr>
<tr>
<td>Within</td>
<td>2440.93</td>
<td>202</td>
<td>12.08</td>
<td></td>
</tr>
</tbody>
</table>

# = significant at the .05 level

<table>
<thead>
<tr>
<th>Group</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>11.36</td>
<td>11.28</td>
<td>9.92</td>
<td>11.77</td>
<td>10.75</td>
<td>12.03</td>
</tr>
<tr>
<td>Public School</td>
<td>8.75</td>
<td>10.62</td>
<td>13.4</td>
<td>12.52</td>
<td>12.73</td>
<td>11.14</td>
</tr>
<tr>
<td>Mean</td>
<td>11.03</td>
<td>11.09</td>
<td>10.89</td>
<td>12.24</td>
<td>12.13</td>
<td></td>
</tr>
</tbody>
</table>
H_0112 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.

H_0113 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.

H_0114 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 H_0112 is rejected. Because of the interaction found, hypotheses H_0113 and H_0114 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum. of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>23.42</td>
<td>1</td>
<td>23.42</td>
<td>2.09</td>
</tr>
<tr>
<td>Father's Education</td>
<td>12.23</td>
<td>4</td>
<td>3.06</td>
<td>.27</td>
</tr>
<tr>
<td>Interaction</td>
<td>50.51</td>
<td>4</td>
<td>12.63</td>
<td>1.12</td>
</tr>
<tr>
<td>Within</td>
<td>2267.22</td>
<td>202</td>
<td>11.22</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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.

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 $H_{0115}$, $H_{0116}$ and $H_{0117}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>6.52</td>
<td>1</td>
<td>6.52</td>
<td>.48</td>
</tr>
<tr>
<td>Father's Education</td>
<td>15.25</td>
<td>4</td>
<td>3.81</td>
<td>.28</td>
</tr>
<tr>
<td>Interaction</td>
<td>29.31</td>
<td>4</td>
<td>13.45</td>
<td>.55</td>
</tr>
<tr>
<td>Within</td>
<td>2715.96</td>
<td>202</td>
<td>13.45</td>
<td></td>
</tr>
</tbody>
</table>

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
H_{0118} \ 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.

H_{0119} \ 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.

H_{0120} \ 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 \ H_{0118}, \ H_{0119}, \ and \ H_{0120} \ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>5.03</td>
<td>1</td>
<td>5.03</td>
<td>.28</td>
</tr>
<tr>
<td>Father's Education</td>
<td>103.37</td>
<td>4</td>
<td>25.84</td>
<td>1.46</td>
</tr>
<tr>
<td>Interaction</td>
<td>98.21</td>
<td>4</td>
<td>24.55</td>
<td>1.39</td>
</tr>
<tr>
<td>Within</td>
<td>3576.47</td>
<td>202</td>
<td>17.71</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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 $H_{0121}$, $H_{0122}$, and $H_{0123}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>68.75</td>
<td>1</td>
<td>68.75</td>
<td>3.37</td>
</tr>
<tr>
<td>Father’s Education</td>
<td>69.55</td>
<td>4</td>
<td>17.39</td>
<td>.85</td>
</tr>
<tr>
<td>Interaction</td>
<td>164.46</td>
<td>4</td>
<td>41.12</td>
<td>2.01*</td>
</tr>
<tr>
<td>Within</td>
<td>4124.05</td>
<td>202</td>
<td>20.42</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>22.29</td>
<td>22.52</td>
<td>20.15</td>
<td>22.54</td>
<td>22.44</td>
<td>22.21</td>
</tr>
<tr>
<td>Public School</td>
<td>17.50</td>
<td>19.67</td>
<td>22.40</td>
<td>20.81</td>
<td>21.95</td>
<td>20.95</td>
</tr>
<tr>
<td>Mean</td>
<td>21.69</td>
<td>21.72</td>
<td>20.78</td>
<td>21.47</td>
<td>22.09</td>
<td></td>
</tr>
</tbody>
</table>
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.

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 \( H_0 \) 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>3.49</td>
<td>1</td>
<td>3.49</td>
<td>.23</td>
</tr>
<tr>
<td>Father's Education</td>
<td>239.56</td>
<td>4</td>
<td>59.89</td>
<td>3.99</td>
</tr>
<tr>
<td>Interaction</td>
<td>164.46</td>
<td>4</td>
<td>22.21</td>
<td>1.48</td>
</tr>
<tr>
<td>Within</td>
<td>3053.31</td>
<td>202</td>
<td>15.03</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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.

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.11</td>
<td>1</td>
<td>1.11</td>
<td>0.002</td>
</tr>
<tr>
<td>Father’s Education</td>
<td>1212.23</td>
<td>4</td>
<td>303.06</td>
<td>0.52</td>
</tr>
<tr>
<td>Interaction</td>
<td>2872.34</td>
<td>4</td>
<td>718.09</td>
<td>1.22</td>
</tr>
<tr>
<td>Within</td>
<td>118622.</td>
<td>202</td>
<td>587.24</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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.

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 $H_0130$, $H_0131$, and $H_0132$ 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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>126.03</td>
<td>1</td>
<td>126.03</td>
<td>12.04**</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>51.56</td>
<td>4</td>
<td>12.89</td>
<td>1.23</td>
</tr>
<tr>
<td>Interaction</td>
<td>73.63</td>
<td>4</td>
<td>18.41</td>
<td>1.76</td>
</tr>
<tr>
<td>Within</td>
<td>2135.02</td>
<td>204</td>
<td>10.47</td>
<td></td>
</tr>
</tbody>
</table>

** = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>50.32</td>
<td>1</td>
<td>50.32</td>
<td>4.75</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>24.75</td>
<td>4</td>
<td>6.19</td>
<td>.58</td>
</tr>
<tr>
<td>Interaction</td>
<td>119.72</td>
<td>4</td>
<td>29.93</td>
<td>2.83#</td>
</tr>
<tr>
<td>Within</td>
<td>2160.19</td>
<td>204</td>
<td>10.59</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School</td>
<td>9.75</td>
<td>9.53</td>
<td>11.42</td>
<td>10.15</td>
<td>13.29</td>
</tr>
<tr>
<td>Mean</td>
<td>9.40</td>
<td>9.84</td>
<td>11.02</td>
<td>9.86</td>
<td>11.89</td>
</tr>
</tbody>
</table>
$H_0136$ There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Devotionalism.

$H_0137$ 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.

$H_0138$ 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 $H_0136$ was rejected and hypotheses $H_0137$ and $H_0138$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.06</td>
<td>1</td>
<td>.06</td>
<td>.02</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>4.39</td>
<td>4</td>
<td>1.10</td>
<td>.40</td>
</tr>
<tr>
<td>Interaction</td>
<td>6.40</td>
<td>4</td>
<td>1.60</td>
<td>.58</td>
</tr>
<tr>
<td>Within</td>
<td>563.29</td>
<td>204</td>
<td>2.76</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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 $H_0^{139}$, $H_0^{140}$, and $H_0^{141}$ 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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>60.15</td>
<td>1</td>
<td>60.15</td>
<td>4.66#</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>92.14</td>
<td>4</td>
<td>23.04</td>
<td>1.79</td>
</tr>
<tr>
<td>Interaction</td>
<td>37.68</td>
<td>4</td>
<td>9.42</td>
<td>.73</td>
</tr>
<tr>
<td>Within</td>
<td>2631.85</td>
<td>204</td>
<td>12.90</td>
<td></td>
</tr>
</tbody>
</table>

# = 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
153

$H_0142$ 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.

$H_0143$ 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.

$H_0144$ 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 $H_0142$ and $H_0144$ were retained and hypothesis $H_0143$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>13.37</td>
<td>1</td>
<td>13.37</td>
<td>1.14</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>83.67</td>
<td>4</td>
<td>20.92</td>
<td>1.78</td>
</tr>
<tr>
<td>Interaction</td>
<td>138.93</td>
<td>4</td>
<td>34.73</td>
<td>2.96#</td>
</tr>
<tr>
<td>Within</td>
<td>2390.74</td>
<td>204</td>
<td>11.72</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>11.27</td>
<td>11.18</td>
<td>11.58</td>
<td>10.37</td>
<td>9.00</td>
<td>11.14</td>
</tr>
<tr>
<td>Public School</td>
<td>7.75</td>
<td>10.70</td>
<td>13.75</td>
<td>12.22</td>
<td>13.00</td>
<td>11.99</td>
</tr>
<tr>
<td>Mean</td>
<td>10.33</td>
<td>11.02</td>
<td>12.53</td>
<td>11.53</td>
<td>12.11</td>
<td></td>
</tr>
</tbody>
</table>
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. Hypothesis $H_0145$ was rejected. Because of the interaction, hypotheses $H_0146$ and $H_0147$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>80.76</td>
<td>1</td>
<td>80.76</td>
<td>7.30</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>77.83</td>
<td>4</td>
<td>19.46</td>
<td>1.76</td>
</tr>
<tr>
<td>Interaction</td>
<td>118.59</td>
<td>4</td>
<td>29.65</td>
<td>2.68#</td>
</tr>
<tr>
<td>Within</td>
<td>2256.50</td>
<td>204</td>
<td>11.06</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>12.45</td>
<td>13.58</td>
<td>14.45</td>
<td>12.44</td>
<td>9.00</td>
</tr>
<tr>
<td>Public School</td>
<td>13.00</td>
<td>13.07</td>
<td>15.71</td>
<td>14.59</td>
<td>15.43</td>
</tr>
<tr>
<td>Mean</td>
<td>12.60</td>
<td>13.41</td>
<td>15.00</td>
<td>13.79</td>
<td>14.00</td>
</tr>
</tbody>
</table>
H_{0148} 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.

H_{0149} 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.

H_{0150} 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 H_{0148} was rejected and hypotheses H_{0149} and H_{0150} were not interpreted.

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

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>20.60</td>
<td>1</td>
<td>20.60</td>
<td>1.57</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>74.10</td>
<td>4</td>
<td>18.53</td>
<td>1.41</td>
</tr>
<tr>
<td>Interaction</td>
<td>97.69</td>
<td>4</td>
<td>24.42</td>
<td>1.85</td>
</tr>
<tr>
<td>Within</td>
<td>2681.44</td>
<td>204</td>
<td>13.14</td>
<td></td>
</tr>
</tbody>
</table>

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
H_{0151} \text{ 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.}

H_{0152} \text{ 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.}

H_{0153} \text{ 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 H_{0151}, H_{0152}, and H_{0153} 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>120.30</td>
<td>1</td>
<td>120.30</td>
<td>7.22</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>141.42</td>
<td>4</td>
<td>35.36</td>
<td>2.12</td>
</tr>
<tr>
<td>Interaction</td>
<td>384.03</td>
<td>4</td>
<td>96.01</td>
<td>5.76**</td>
</tr>
<tr>
<td>Within</td>
<td>3398.49</td>
<td>204</td>
<td>16.66</td>
<td></td>
</tr>
</tbody>
</table>

** = Significant at the .01 level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>13.82</td>
<td>15.56</td>
<td>16.16</td>
<td>14.75</td>
<td>10.00</td>
</tr>
<tr>
<td>Public School</td>
<td>12.75</td>
<td>14.43</td>
<td>18.62</td>
<td>15.96</td>
<td>20.57</td>
</tr>
<tr>
<td>Mean</td>
<td>13.53</td>
<td>15.20</td>
<td>17.24</td>
<td>15.51</td>
<td>18.22</td>
</tr>
</tbody>
</table>
There is no significant interaction between the type of school attended and the level of the mother's education on the measurement of Salience: Cognition.

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.

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.

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 salience increased as the mother's educational level decreased. For Christian school students, least cognitive salience was found in the group whose mothers had had some college or technical school training. Other students showed less cognitive salience. Hypothesis H₁₅₄ was rejected. Because of the interaction, hypotheses H₁₅₅ and H₁₅₆ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>38.47</td>
<td>1</td>
<td>38.47</td>
<td>1.88</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>94.30</td>
<td>4</td>
<td>23.58</td>
<td>1.13</td>
</tr>
<tr>
<td>Interaction</td>
<td>60.30</td>
<td>4</td>
<td>15.07</td>
<td>.72</td>
</tr>
<tr>
<td>Within</td>
<td>4247.48</td>
<td>204</td>
<td>20.82</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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.

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 $H_0157$, $H_0158$, and $H_0159$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>23.13</td>
<td>1</td>
<td>23.13</td>
<td>1.60</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>342.06</td>
<td>4</td>
<td>85.52</td>
<td>5.90</td>
</tr>
<tr>
<td>Interaction</td>
<td>274.16</td>
<td>4</td>
<td>68.54</td>
<td>4.73**</td>
</tr>
<tr>
<td>Within</td>
<td>2958.04</td>
<td>204</td>
<td>14.50</td>
<td></td>
</tr>
</tbody>
</table>

** = Significant at the .01 level

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>14.00</td>
<td>14.95</td>
<td>15.90</td>
<td>13.31</td>
<td>12.50</td>
<td>14.85</td>
</tr>
<tr>
<td>Public School</td>
<td>22.00</td>
<td>15.93</td>
<td>13.58</td>
<td>12.15</td>
<td>12.29</td>
<td>14.20</td>
</tr>
<tr>
<td>Mean</td>
<td>16.13</td>
<td>15.27</td>
<td>14.89</td>
<td>12.58</td>
<td>12.33</td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

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 $H_0160$ was rejected. Because of the interaction hypotheses $H_0161$ and $H_0162$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1413.09</td>
<td>1</td>
<td>1413.09</td>
<td>2.48</td>
</tr>
<tr>
<td>Mother's Education</td>
<td>2673.38</td>
<td>4</td>
<td>668.34</td>
<td>1.17</td>
</tr>
<tr>
<td>Interaction</td>
<td>5129.09</td>
<td>4</td>
<td>1282.27</td>
<td>2.25*</td>
</tr>
<tr>
<td>Within</td>
<td>116293.</td>
<td>204</td>
<td>570.06</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th></th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>131.64</td>
<td>141.08</td>
<td>146.74</td>
<td>135.75</td>
<td>115.00</td>
<td>140.54</td>
</tr>
<tr>
<td>Public School</td>
<td>133.50</td>
<td>133.73</td>
<td>150.96</td>
<td>139.74</td>
<td>153.57</td>
<td>141.49</td>
</tr>
<tr>
<td>Mean</td>
<td>132.13</td>
<td>138.68</td>
<td>148.58</td>
<td>138.26</td>
<td>145.00</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

\[ H_0 \] 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.

\[ H_0 \] 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>103.69</td>
<td>1</td>
<td>103.69</td>
<td>9.75**</td>
</tr>
<tr>
<td>Parental Education</td>
<td>34.57</td>
<td>4</td>
<td>8.64</td>
<td>.81</td>
</tr>
<tr>
<td>Interaction</td>
<td>83.49</td>
<td>4</td>
<td>20.87</td>
<td>1.96</td>
</tr>
<tr>
<td>Within</td>
<td>2190.44</td>
<td>206</td>
<td>10.63</td>
<td></td>
</tr>
</tbody>
</table>

**, = 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>9.87</td>
<td>1</td>
<td>9.87</td>
<td>.89</td>
</tr>
<tr>
<td>Parental Education</td>
<td>.72</td>
<td>4</td>
<td>.18</td>
<td>.02</td>
</tr>
<tr>
<td>Interaction</td>
<td>42.06</td>
<td>4</td>
<td>11.06</td>
<td>.95</td>
</tr>
<tr>
<td>Within</td>
<td>2278.63</td>
<td>206</td>
<td>11.06</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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.

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 \( H_{0169} \), \( H_{0170} \), and \( H_{0171} \) 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.59</td>
<td>1</td>
<td>.59</td>
<td>.22</td>
</tr>
<tr>
<td>Parental Education</td>
<td>1.95</td>
<td>4</td>
<td>.49</td>
<td>.18</td>
</tr>
<tr>
<td>Interaction</td>
<td>2.01</td>
<td>4</td>
<td>.50</td>
<td>.18</td>
</tr>
<tr>
<td>Within</td>
<td>567.12</td>
<td>206</td>
<td>2.75</td>
<td></td>
</tr>
</tbody>
</table>

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
$H_0172$ There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Church Attendance.

$H_0173$ 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.

$H_0174$ 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 $H_0172$, $H_0173$, and $H_0174$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>80.92</td>
<td>1</td>
<td>80.92</td>
<td>6.40#</td>
</tr>
<tr>
<td>Parental Education</td>
<td>83.75</td>
<td>4</td>
<td>20.94</td>
<td>1.66</td>
</tr>
<tr>
<td>Interaction</td>
<td>62.54</td>
<td>4</td>
<td>15.63</td>
<td>1.24</td>
</tr>
<tr>
<td>Within</td>
<td>2605.44</td>
<td>206</td>
<td>12.65</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

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 $H_0175$ and $H_0177$ were retained while hypothesis $H_0176$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>9.00</td>
<td>1</td>
<td>9.00</td>
<td>.74</td>
</tr>
<tr>
<td>Parental Education</td>
<td>48.41</td>
<td>4</td>
<td>12.10</td>
<td>1.00</td>
</tr>
<tr>
<td>Interaction</td>
<td>118.04</td>
<td>4</td>
<td>29.51</td>
<td>2.44#</td>
</tr>
<tr>
<td>Within</td>
<td>2495.88</td>
<td>206</td>
<td>12.12</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>11.54</td>
<td>11.06</td>
<td>11.09</td>
<td>10.00</td>
<td>10.91</td>
</tr>
<tr>
<td>Public School</td>
<td>8.43</td>
<td>11.12</td>
<td>12.28</td>
<td>12.89</td>
<td>12.71</td>
</tr>
<tr>
<td>Mean</td>
<td>10.91</td>
<td>11.08</td>
<td>11.51</td>
<td>12.17</td>
<td>12.27</td>
</tr>
</tbody>
</table>
There is no significant interaction between the type of school attended and the average level of parental education on the measurement of Financial Support.

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.

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 $H_0178$ was rejected. Because of the interaction, no interpretation was made of hypotheses $H_0179$ or $H_0180$.

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>19.49</td>
<td>1</td>
<td>19.49</td>
<td>1.70</td>
</tr>
<tr>
<td>Parental Education</td>
<td>12.97</td>
<td>4</td>
<td>3.24</td>
<td>.28</td>
</tr>
<tr>
<td>Interaction</td>
<td>65.80</td>
<td>4</td>
<td>16.45</td>
<td>1.44</td>
</tr>
<tr>
<td>Within</td>
<td>2357.61</td>
<td>206</td>
<td>11.44</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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.

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 $H_0^{181}$, $H_0^{182}$, and $H_0^{183}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.47</td>
<td>1</td>
<td>1.47</td>
<td>.11</td>
</tr>
<tr>
<td>Parental Education</td>
<td>5.27</td>
<td>4</td>
<td>1.32</td>
<td>.10</td>
</tr>
<tr>
<td>Interaction</td>
<td>28.78</td>
<td>4</td>
<td>7.19</td>
<td>.53</td>
</tr>
<tr>
<td>Within</td>
<td>2774.55</td>
<td>206</td>
<td>13.47</td>
<td></td>
</tr>
</tbody>
</table>

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 Salience: 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 Salience: Behavior.

H₀186 There is no significant difference among the groups when separated according to the average level of parental education 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 a significant difference among the parental educational level groups on the Salience: 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 Salience: Cognition subscale are shown in Table 67.
Table 67

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>16.37</td>
<td>1</td>
<td>16.37</td>
<td>1.22</td>
</tr>
<tr>
<td>Parental Education</td>
<td>74.05</td>
<td>4</td>
<td>18.51</td>
<td>1.04</td>
</tr>
<tr>
<td>Interaction</td>
<td>148.60</td>
<td>4</td>
<td>37.15</td>
<td>2.08*</td>
</tr>
<tr>
<td>Within</td>
<td>3672.85</td>
<td>206</td>
<td>17.83</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>14.82</td>
<td>15.92</td>
<td>15.67</td>
<td>14.67</td>
<td>13.91</td>
</tr>
<tr>
<td>Public School</td>
<td>13.43</td>
<td>13.88</td>
<td>16.72</td>
<td>17.78</td>
<td>17.59</td>
</tr>
<tr>
<td>Mean</td>
<td>14.54</td>
<td>15.26</td>
<td>16.04</td>
<td>17.00</td>
<td>16.69</td>
</tr>
</tbody>
</table>
There is no significant interaction between the type of school attended and the average parental educational level on the measurement of Salience: Cognition.

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.

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 $H_{0187}$ was rejected. Because of the interaction, hypotheses $H_{0188}$ and $H_{0189}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>79.68</td>
<td>1</td>
<td>79.68</td>
<td>3.85#</td>
</tr>
<tr>
<td>Parental Education</td>
<td>82.41</td>
<td>4</td>
<td>20.60</td>
<td>1.00</td>
</tr>
<tr>
<td>Interaction</td>
<td>141.48</td>
<td>4</td>
<td>35.37</td>
<td>1.71</td>
</tr>
<tr>
<td>Within</td>
<td>4260.25</td>
<td>206</td>
<td>20.68</td>
<td></td>
</tr>
</tbody>
</table>

# = 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
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.

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.

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 $H_0^{190}$ and $H_0^{192}$ were retained while $H_0^{191}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>16.71</td>
<td>1</td>
<td>16.71</td>
<td>1.12</td>
</tr>
<tr>
<td>Parental Education</td>
<td>328.70</td>
<td>4</td>
<td>82.18</td>
<td>5.50</td>
</tr>
<tr>
<td>Interaction</td>
<td>125.70</td>
<td>4</td>
<td>31.43</td>
<td>2.10*</td>
</tr>
<tr>
<td>Within</td>
<td>3075.86</td>
<td>206</td>
<td>14.93</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>14.64</td>
<td>15.53</td>
<td>15.02</td>
<td>13.00</td>
<td>12.73</td>
</tr>
<tr>
<td>Public School</td>
<td>19.29</td>
<td>16.65</td>
<td>13.52</td>
<td>12.00</td>
<td>12.88</td>
</tr>
<tr>
<td>Mean</td>
<td>15.57</td>
<td>15.89</td>
<td>14.49</td>
<td>12.58</td>
<td>12.84</td>
</tr>
</tbody>
</table>
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.

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 $H_0193$ was rejected. Because of the interaction, hypotheses $H_0194$ and $H_0195$ 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 POOR SCHOOL TYPE AGAINST AVERAGE PARENTAL EDUCATIONAL LEVEL FOR THE TOTAL TEST OF RELIGIOSITY.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>93.92</td>
<td>1</td>
<td>93.92</td>
<td>.16</td>
</tr>
<tr>
<td>Parental Education</td>
<td>452.80</td>
<td>4</td>
<td>113.20</td>
<td>.19</td>
</tr>
<tr>
<td>Interaction</td>
<td>3185.71</td>
<td>4</td>
<td>796.43</td>
<td>2.10</td>
</tr>
<tr>
<td>Within</td>
<td>121773.</td>
<td>206</td>
<td>591.13</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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.

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 in 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>35.10</td>
<td>1</td>
<td>35.10</td>
<td>3.32*</td>
</tr>
<tr>
<td>Aspirations</td>
<td>79.31</td>
<td>4</td>
<td>19.83</td>
<td>1.88</td>
</tr>
<tr>
<td>Interaction</td>
<td>52.48</td>
<td>4</td>
<td>13.12</td>
<td>1.24</td>
</tr>
<tr>
<td>Within</td>
<td>2124.33</td>
<td>201</td>
<td>10.57</td>
<td></td>
</tr>
</tbody>
</table>

* = 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 H₀199 and H₀201 were retained while hypothesis H₀200 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>0.03</td>
<td>1</td>
<td>0.03</td>
<td>0.003</td>
</tr>
<tr>
<td>Aspirations</td>
<td>102.42</td>
<td>4</td>
<td>25.61</td>
<td>2.46</td>
</tr>
<tr>
<td>Interaction</td>
<td>22.00</td>
<td>4</td>
<td>5.50</td>
<td>0.53</td>
</tr>
<tr>
<td>Within</td>
<td>2090.28</td>
<td>201</td>
<td>10.40</td>
<td></td>
</tr>
</tbody>
</table>

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,

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.20</td>
<td>1</td>
<td>.20</td>
<td>.07</td>
</tr>
<tr>
<td>Aspirations</td>
<td>9.04</td>
<td>4</td>
<td>2.26</td>
<td>.84</td>
</tr>
<tr>
<td>Interaction</td>
<td>14.28</td>
<td>4</td>
<td>3.57</td>
<td>1.33</td>
</tr>
<tr>
<td>Within</td>
<td>541.12</td>
<td>201</td>
<td>2.69</td>
<td></td>
</tr>
</tbody>
</table>

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

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.

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 $H_0^{205}$, $H_0^{206}$, and $H_0^{207}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.41</td>
<td>1</td>
<td>1.41</td>
<td>.11</td>
</tr>
<tr>
<td>Aspirations</td>
<td>35.36</td>
<td>4</td>
<td>8.84</td>
<td>.70</td>
</tr>
<tr>
<td>Interaction</td>
<td>75.65</td>
<td>4</td>
<td>18.91</td>
<td>1.49</td>
</tr>
<tr>
<td>Within</td>
<td>2555.76</td>
<td>201</td>
<td>12.72</td>
<td></td>
</tr>
</tbody>
</table>

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
H_0^208\ There\ is\ no\ significant\ interaction\ between\ the\ type\ of\ school\ attended\ and\ the\ educational\ aspirations\ of\ the\ students\ on\ the\ measurement\ of\ Organizational\ Activity.

H_0^209\ 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.

H_0^210\ 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\ H_0^208,\ H_0^209,\ and\ H_0^210\ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>10.15</td>
<td>1</td>
<td>10.15</td>
<td>.87</td>
</tr>
<tr>
<td>Aspirations</td>
<td>37.73</td>
<td>4</td>
<td>9.43</td>
<td>.81</td>
</tr>
<tr>
<td>Interaction</td>
<td>135.14</td>
<td>4</td>
<td>11.64</td>
<td>2.90#</td>
</tr>
<tr>
<td>Within</td>
<td>2339.23</td>
<td>201</td>
<td>11.64</td>
<td></td>
</tr>
</tbody>
</table>

*# = Significant at the .05 level*

<table>
<thead>
<tr>
<th></th>
<th>work</th>
<th>mil svc.</th>
<th>coll.</th>
<th>family</th>
<th>tech sc.</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>13.28</td>
<td>13.00</td>
<td>10.22</td>
<td>6.00</td>
<td>12.00</td>
<td>11.11</td>
</tr>
<tr>
<td>Public School</td>
<td>13.00</td>
<td>9.50</td>
<td>11.95</td>
<td>14.00</td>
<td>11.33</td>
<td>12.04</td>
</tr>
<tr>
<td>Mean</td>
<td>13.21</td>
<td>11.60</td>
<td>11.06</td>
<td>12.00</td>
<td>11.89</td>
<td></td>
</tr>
</tbody>
</table>
There is no significant interaction between the type of school attended and the educational aspirations of the students on the measurement of Financial Support.

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.

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 $H_0.211$ is rejected. Because of the interaction, hypotheses $H_0.212$ and $H_0.213$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.45</td>
<td>1</td>
<td>.45</td>
<td>.04</td>
</tr>
<tr>
<td>Aspirations</td>
<td>61.39</td>
<td>4</td>
<td>15.35</td>
<td>1.40</td>
</tr>
<tr>
<td>Interaction</td>
<td>16.07</td>
<td>4</td>
<td>4.02</td>
<td>.37</td>
</tr>
<tr>
<td>Within</td>
<td>2203.97</td>
<td>201</td>
<td>10.96</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>12.41</td>
<td>1</td>
<td>12.41</td>
<td>.94</td>
</tr>
<tr>
<td>Aspirations</td>
<td>19.15</td>
<td>4</td>
<td>4.79</td>
<td>.36</td>
</tr>
<tr>
<td>Interaction</td>
<td>82.23</td>
<td>4</td>
<td>20.56</td>
<td>1.55</td>
</tr>
<tr>
<td>Within</td>
<td>2660.45</td>
<td>201</td>
<td>13.24</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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 \( H_0 \), \( H_{218}, \) and \( H_{219} \) 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>0.04</td>
<td>1</td>
<td>0.04</td>
<td>0.002</td>
</tr>
<tr>
<td>Aspirations</td>
<td>117.97</td>
<td>4</td>
<td>29.49</td>
<td>1.64</td>
</tr>
<tr>
<td>Interaction</td>
<td>38.43</td>
<td>4</td>
<td>9.61</td>
<td>0.54</td>
</tr>
<tr>
<td>Within</td>
<td>3605.93</td>
<td>201</td>
<td>17.94</td>
<td></td>
</tr>
</tbody>
</table>

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
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.

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 type of school attended and the educational aspirations of the students on the measurement of Salience: Cognition.

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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>7.71</td>
<td>1</td>
<td>7.71</td>
<td>.37</td>
</tr>
<tr>
<td>Aspirations</td>
<td>21.23</td>
<td>4</td>
<td>5.31</td>
<td>.26</td>
</tr>
<tr>
<td>Interaction</td>
<td>38.53</td>
<td>4</td>
<td>9.63</td>
<td>.47</td>
</tr>
<tr>
<td>Within</td>
<td>4161.59</td>
<td>201</td>
<td>20.70</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>83.87</td>
<td>1</td>
<td>83.87</td>
<td>6.24</td>
</tr>
<tr>
<td>Aspirations</td>
<td>170.00</td>
<td>4</td>
<td>42.50</td>
<td>3.16</td>
</tr>
<tr>
<td>Interaction</td>
<td>277.20</td>
<td>4</td>
<td>69.30</td>
<td>5.15**</td>
</tr>
<tr>
<td>Within</td>
<td>2702.71</td>
<td>201</td>
<td>13.45</td>
<td></td>
</tr>
</tbody>
</table>

** = Significant at the .01 level

<table>
<thead>
<tr>
<th></th>
<th>work</th>
<th>mil</th>
<th>svc.</th>
<th>col.</th>
<th>family</th>
<th>tech. sc.</th>
<th>mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>16.32</td>
<td>17.33</td>
<td>14.29</td>
<td>7.00</td>
<td>15.00</td>
<td>14.81</td>
<td></td>
</tr>
<tr>
<td>Public School</td>
<td>20.78</td>
<td>13.00</td>
<td>13.00</td>
<td>18.67</td>
<td>19.67</td>
<td>14.19</td>
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</tr>
<tr>
<td>Mean</td>
<td>17.50</td>
<td>15.60</td>
<td>13.66</td>
<td>15.75</td>
<td>15.78</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
$H_{0226}$ 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.

$H_{0227}$ 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.

$H_{0228}$ 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 $H_{0226}$ was rejected. Because of the interaction, hypotheses $H_{0227}$ and $H_{0228}$ 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.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>146.03</td>
<td>1</td>
<td>146.03</td>
<td>.26</td>
</tr>
<tr>
<td>Aspirations</td>
<td>3412.44</td>
<td>4</td>
<td>853.11</td>
<td>1.53</td>
</tr>
<tr>
<td>Interaction</td>
<td>766.54</td>
<td>4</td>
<td>191.64</td>
<td>.34</td>
</tr>
<tr>
<td>Within</td>
<td>112291.</td>
<td>201</td>
<td>11.10</td>
<td></td>
</tr>
</tbody>
</table>

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
H_0^{229} \quad \text{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.}

H_0^{230} \quad \text{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.}

H_0^{231} \quad \text{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 H_0^{229}, H_0^{230}, and H_0^{231} 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
mean score which indicated more religiosity than that of public school students. The same was true of those who planned a family, while the public school students who planned military service had a mean score which indicated more religiosity than Christian school students. On the Intolerance of Ambiguity scale, Christian school students planning a family, planning work, or planning technical school had a mean score which indicated more religiosity than that of public school students, while public school students who planned military service or college had a mean score which indicated more religiosity than Christian school students. The results of the analysis of school type difference will be summarized at the conclusion of Chapter IV.

Analysis of Income Level Against School Type

The relationship between the type of school attended and the income of the parents was investigated using a two-by-eight matrix. School type was listed as either public or Christian. Income was listed in one of the eight categories listed in the investigation. These are yearly incomes of 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. There were no responses in the Under $10,000 per year category. Therefore, the column was
eliminated from the analysis of the data.

Data for the analysis of school type against the parental income level for the Creedal Assent subscale are shown in Table 82.

Table 82

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>15.16</td>
<td>1</td>
<td>15.16</td>
<td>1.37</td>
</tr>
<tr>
<td>Income</td>
<td>132.87</td>
<td>6</td>
<td>22.14</td>
<td>1.99*</td>
</tr>
<tr>
<td>Interaction</td>
<td>73.33</td>
<td>6</td>
<td>12.22</td>
<td>1.10</td>
</tr>
<tr>
<td>Within</td>
<td>2120.13</td>
<td>191</td>
<td>11.10</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

Mean score of public school students = 10.87
Mean score of Christian school students = 9.08
Mean score with $10,000-$15,000 yearly income = 10.33
Mean score with $15,000-$20,000 yearly income = 10.76
Mean score with $20,000-$25,000 yearly income = 9.03
Mean score with $25,000-$30,000 yearly income = 8.36
Mean score with $30,000-$35,000 yearly income = 8.92
Mean score with $35,000-$40,000 yearly income = 9.00
Mean score with Over $40,000 yearly income = 11.28
There is no significant interaction between the type of school attended and the income level of the parents on the measurement of Creedal Assent.

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.

There is no significant difference among the groups when separated according to the income level of the parents on the measurement of Creedal Assent.

No significant interaction was found between the two variables of this analysis. No significant difference was found among the school type groups. There was a significant difference among the income level groups. Students whose parents earned $25,000-$30,000 yearly agreed with church creeds more than others. As income rose or fell from this range, religiosity decreased. Hypotheses $H_0^{232}$, and $H_0^{233}$ were retained while hypothesis $H_0^{234}$ was rejected.

Data for the analysis of school type against parental income level for the Devotionalism subscale are shown in Table 83.
Table 83

DATA FOR SCHOOL TYPE AGAINST PARENTAL INCOME LEVEL FOR THE
DEVOTIONALISM SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>3.03</td>
<td>1</td>
<td>3.03</td>
<td>.26</td>
</tr>
<tr>
<td>Income</td>
<td>94.64</td>
<td>6</td>
<td>15.77</td>
<td>1.34</td>
</tr>
<tr>
<td>Interaction</td>
<td>141.52</td>
<td>6</td>
<td>23.59</td>
<td>2.00*</td>
</tr>
<tr>
<td>Within</td>
<td>2253.87</td>
<td>191</td>
<td>11.80</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>11.40</td>
<td>10.86</td>
<td>11.09</td>
<td>10.28</td>
</tr>
<tr>
<td>Public School</td>
<td>7.75</td>
<td>13.00</td>
<td>9.57</td>
<td>8.40</td>
</tr>
<tr>
<td>Mean</td>
<td>9.75</td>
<td>11.24</td>
<td>10.50</td>
<td>9.61</td>
</tr>
</tbody>
</table>

Yearly Income  | $30-$35K | $35-$40K | Over $40K | Mean |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>9.70</td>
<td>9.20</td>
<td>9.23</td>
<td>10.17</td>
</tr>
<tr>
<td>Public School</td>
<td>8.00</td>
<td>11.33</td>
<td>11.40</td>
<td>10.42</td>
</tr>
<tr>
<td>Mean</td>
<td>9.35</td>
<td>10.36</td>
<td>10.71</td>
<td></td>
</tr>
</tbody>
</table>
There is no significant interaction between the type of school attended and the income level of the parents on the measurement of Devotionalism.

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.

There is no significant difference among the groups when separated according to the income level of the parents on the measurement of Devotionalism.

Significant interaction was found between the type of school attended and the income level of the parents on the Devotionalism subscale. Generally, devotionalism decreased for increasing levels of family income for public school students and devotionalism increased for increased family income levels for Christian school students.

Hypothesis was rejected. Because of the interaction, hypotheses and were not interpreted.

Data for the analysis of school type against parental income level for the Church Attendance subscale is shown in Table 84.
Table 84

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>4.53</td>
<td>1</td>
<td>4.53</td>
<td>1.37</td>
</tr>
<tr>
<td>Income</td>
<td>28.67</td>
<td>6</td>
<td>4.78</td>
<td>1.44</td>
</tr>
<tr>
<td>Interaction</td>
<td>21.92</td>
<td>6</td>
<td>3.65</td>
<td>1.10</td>
</tr>
<tr>
<td>Within</td>
<td>632.74</td>
<td>191</td>
<td>3.31</td>
<td></td>
</tr>
</tbody>
</table>

Mean score of public school students = 5.79
Mean score of Christian school students = 6.02
Mean score with $10,000-$15,000 yearly income = 5.44
Mean score with $15,000-$20,000 yearly income = 6.53
Mean score with $20,000-$25,000 yearly income = 5.58
Mean score with $25,000-$30,000 yearly income = 5.71
Mean score with $30,000-$35,000 yearly income = 5.91
Mean score with $35,000-$40,000 yearly income = 5.73
Mean score with over $40,000 yearly income = 6.12
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.

There is no significant difference among the groups when separated according to the parental income level 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 school type groups nor was there any significant difference among the parental income groups on the measurement of Church Attendance. Hypotheses $H_0^{238}, H_0^{239},$ and $H_0^{240}$ were all retained.

Data for the analysis of school type against the parental income level for the Organizational Activity subscale is shown in Table 85.
Table 85

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>83.06</td>
<td>1</td>
<td>83.06</td>
<td>5.67#</td>
</tr>
<tr>
<td>Income</td>
<td>181.01</td>
<td>6</td>
<td>30.17</td>
<td>2.06*</td>
</tr>
<tr>
<td>Interaction</td>
<td>139.02</td>
<td>6</td>
<td>23.17</td>
<td>1.58</td>
</tr>
<tr>
<td>Within</td>
<td>2797.40</td>
<td>191</td>
<td>14.65</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level
* = Significant at the .10 level

Mean score of public school students = 14.49
Mean score of Christian school students = 16.12
Mean score with $10,000-$15,000 yearly income = 15.11
Mean score with $15,000-$20,000 yearly income = 16.88
Mean score with $20,000-$25,000 yearly income = 15.64
Mean score with $25,000-$30,000 yearly income = 14.93
Mean score with $30,000-$35,000 yearly income = 14.59
Mean score with $35,000-$40,000 yearly income = 15.36
Mean score with over $40,000 yearly income = 15.54
There is no significant interaction between the type of school attended and the parental income level on the measurement of Organizational Activity.

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.

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

No significant interaction was found between the variables of this analysis. There were significant differences in both the main effects of the analysis. Public school students, on the average, were more organizationally active than were Christian school students. Students whose parents earned $30,000-$35,000 had the greatest amount of organizational activity. Except for the lowest income group, organizational activity decreased with both increasing and decreasing organizational activity. Hypothesis \( H_0 \) was retained. Hypotheses \( H_0 \) and \( H_0 \) were rejected.

Data for the analysis of school type against parental income level for the Financial Support subscale is shown in Table 86.
Table 86

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>2.49</td>
<td>1</td>
<td>2.49</td>
<td>.18</td>
</tr>
<tr>
<td>Income</td>
<td>39.78</td>
<td>6</td>
<td>6.63</td>
<td>.48</td>
</tr>
<tr>
<td>Interaction</td>
<td>51.06</td>
<td>6</td>
<td>8.51</td>
<td>.62</td>
</tr>
<tr>
<td>Within</td>
<td>2618.07</td>
<td>191</td>
<td>13.71</td>
<td></td>
</tr>
</tbody>
</table>

Mean score of public school students = 11.96
Mean score of Christian school students = 11.19
Mean score with $10,000-$15,000 yearly income = 11.22
Mean score with $15,000-$20,000 yearly income = 12.00
Mean score with $20,000-$25,000 yearly income = 10.92
Mean score with $25,000-$30,000 yearly income = 11.79
Mean score with $30,000-$35,000 yearly income = 10.65
Mean score with $35,000-$40,000 yearly income = 11.55
Mean score with over $40,000 yearly income = 12.12
$H_0^{244}$ There is no significant interaction between the type of school attended and the parental income level on the measurement of Financial Support.

$H_0^{245}$ 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.

$H_0^{246}$ There is no significant difference among the groups when separated according to the parental income level on the measurement of Financial Support.

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 parental income groups on the measurement of financial support. Hypotheses $H_0^{244}$, $H_0^{245}$, and $H_0^{246}$ were all retained.

Data for the analysis of school type against parental income level for the Orientation to Growth and Striving subscale are shown in Table 87.
Table 87

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>1.58</td>
<td>1</td>
<td>1.58</td>
<td>.13</td>
</tr>
<tr>
<td>Income</td>
<td>162.25</td>
<td>6</td>
<td>27.04</td>
<td>2.15</td>
</tr>
<tr>
<td>Interaction</td>
<td>186.94</td>
<td>6</td>
<td>31.16</td>
<td>2.48#</td>
</tr>
<tr>
<td>Within</td>
<td>2399.90</td>
<td>191</td>
<td>12.56</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>13.80</td>
<td>13.71</td>
<td>14.86</td>
<td>13.33</td>
</tr>
<tr>
<td>Public School</td>
<td>9.75</td>
<td>17.00</td>
<td>13.14</td>
<td>12.60</td>
</tr>
<tr>
<td>Mean</td>
<td>12.00</td>
<td>14.29</td>
<td>14.19</td>
<td>13.07</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yearly Income</th>
<th>$30K-$35K</th>
<th>$35K-$40K</th>
<th>Over $40K</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>13.52</td>
<td>14.00</td>
<td>12.73</td>
<td>13.65</td>
</tr>
<tr>
<td>Public School</td>
<td>11.00</td>
<td>15.17</td>
<td>15.64</td>
<td>14.32</td>
</tr>
<tr>
<td>Mean</td>
<td>13.00</td>
<td>14.64</td>
<td>14.71</td>
<td></td>
</tr>
</tbody>
</table>
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.

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

There was significant interaction between the school type and the parental income level on this measurement. Public school students whose parents were in all income levels had approximately the same level of orientation to growth and striving. Christian school students, on the average, had equal levels of orientation to growth and striving except that those students in the two highest income groups had a much lower orientation to growth and striving than did the other groups. Hypothesis $H_0247$ was rejected. Because of the interaction, hypotheses $H_0248$ and $H_0249$ were not interpreted.

Data for school type against parental income level for the Salience: Behavior subscale are shown in Table 88.
Table 88

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>23.47</td>
<td>1</td>
<td>23.47</td>
<td>1.36</td>
</tr>
<tr>
<td>Income</td>
<td>126.05</td>
<td>6</td>
<td>21.01</td>
<td>1.22</td>
</tr>
<tr>
<td>Interaction</td>
<td>94.19</td>
<td>6</td>
<td>15.70</td>
<td>.91</td>
</tr>
<tr>
<td>Within</td>
<td>3285.00</td>
<td>191</td>
<td>17.20</td>
<td></td>
</tr>
</tbody>
</table>

Mean score of public school students = 21.93
Mean score of Christian school students = 22.50
Mean score with $10,000-$15,000 yearly income = 21.11
Mean score with $15,000-$20,000 yearly income = 22.82
Mean score with $20,000-$25,000 yearly income = 22.19
Mean score with $25,000-$30,000 yearly income = 21.89
Mean score with $30,000-$35,000 yearly income = 21.53
Mean score with $35,000-$40,000 yearly income = 23.45
Mean score with over $40,000 yearly income = 22.59
There is no significant interaction between the type of school attended and the parental income level on the measurement of Salience: Behavior.

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.

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

There was no significant interaction 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 income level groups on the Salience: Behavior measurement. Hypotheses $H_0^{250}$, $H_0^{251}$, and $H_0^{252}$ were retained.

Data for the analysis of school type against parental income level for the Salience: Cognition subscale are shown in Table 89.
Table 89

DATA FOR SCHOOL TYPE AGAINST PARENTAL INCOME LEVEL FOR THE SALIENCE: COGNITON SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>4.27</td>
<td>1</td>
<td>4.27</td>
<td>.22</td>
</tr>
<tr>
<td>Income</td>
<td>214.17</td>
<td>6</td>
<td>35.69</td>
<td>1.85</td>
</tr>
<tr>
<td>Interaction</td>
<td>261.60</td>
<td>6</td>
<td>19.28</td>
<td>2.26#</td>
</tr>
<tr>
<td>Within</td>
<td>3683.29</td>
<td>191</td>
<td>19.28</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

Christian School 15.80 15.71 16.14 14.83
Public School 13.25 19.67 13.93 12.40
Mean 14.67 16.41 15.28 13.96

Yearly Income $30K-$35K $35K-$40K Over $40K Mean
Christian School 16.04 16.20 14.36 15.50
Public School 12.00 16.67 18.45 16.29
Mean 15.21 16.45 17.14
H₀253 There is no significant interaction between the type of school attended and the parental income level on the measurement of Salience: Cognition.

H₀254 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.

H₀255 There is no significant difference among the groups when separated according to the parental income level on the measurement of Salience: Cognition.

There was significant interaction between the variables of this analysis. Public school students whose parents earned $30,000-$35,000 exhibited the highest cognitive salience. With the exception of the lowest income group, cognitive salience decreased with both increasing or decreasing income. The trend is the same for Christian school students but the differences among the means of the groups was not nearly as great. Hypothesis H₀253 was rejected. Because of the interaction, hypothesis H₀254 and H₀255 were not interpreted.

Data for the analysis of school type against the parental income level for the Active Regulars subscale are shown in Table 90.
DATA FOR SCHOOL TYPE AGAINST PARENTAL INCOME LEVEL FOR THE
ACTIVE REGULARS SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>95.24</td>
<td>1</td>
<td>95.24</td>
<td>3.83</td>
</tr>
<tr>
<td>Income</td>
<td>299.75</td>
<td>6</td>
<td>49.96</td>
<td>2.01</td>
</tr>
<tr>
<td>Interaction</td>
<td>17.39</td>
<td>6</td>
<td>12.90</td>
<td>1.93*</td>
</tr>
<tr>
<td>Within</td>
<td>3138.51</td>
<td>191</td>
<td>16.43</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

---|---|---|---|---|---|---|---|---|
Christian School | 23.00 | 22.82 | 21.11 | 22.37 | 22.37 | 22.40 | 22.32 | 22.29 |
Public School | 20.25 | 27.00 | 17.50 | 19.30 | 16.57 | 21.00 | 22.02 | 20.63 |
H₀₂₅₆ There is no significant interaction between the type of school attended and the parental income level on the measurement of The Active Regulars.

H₀₂₅₇ 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.

H₀₂₅₈ There is no significant difference among the groups when separated according to the parental income level on the measurement of The Active Regulars.

There is a significant level of interaction between the variables of this analysis. Christian school students show, on the average, a consistently low level of regular activity. Public school students whose parents earned $30,000-$35,000 yearly were most active while all other groups had a score indicating less activity. The exception is the lowest income group which scored very active. Hypothesis H₀₂₅₆ was rejected. Because of the interaction, hypotheses H₀₂₅₇ and H₀₂₅₈ were not interpreted.

Data for the analysis of school type against the parental income level for the Intolerance of Ambiguity subscale are shown in Table 91.
Table 91

DATA FOR SCHOOL TYPE AGAINST PARENTAL INCOME LEVEL FOR THE INTOXERANCE OF AMBIGUITY SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>3.32</td>
<td>1</td>
<td>3.32</td>
<td>.20</td>
</tr>
<tr>
<td>Income</td>
<td>196.30</td>
<td>6</td>
<td>32.72</td>
<td>1.99*</td>
</tr>
<tr>
<td>Interaction</td>
<td>77.39</td>
<td>6</td>
<td>12.90</td>
<td>.78</td>
</tr>
<tr>
<td>Within</td>
<td>3138.5</td>
<td>191</td>
<td>16.42</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

Mean score of public school students = 14.09
Mean score of Christian school students = 15.01
Mean score with $10,000-$15,000 yearly income = 15.00
Mean score with $15,000-$20,000 yearly income = 17.53
Mean score with $20,000-$25,000 yearly income = 15.75
Mean score with $25,000-$30,000 yearly income = 15.50
Mean score with $30,000-$35,000 yearly income = 14.21
Mean score with $35,000-$40,000 yearly income = 15.82
Mean score with over $40,000 yearly income = 12.86
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.

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

No significant interaction was found between the variables of this analysis. There was no significant difference between the school type groups. There was a significant difference among the parental income level group on the measurement of Intolerance of Ambiguity. With some minor fluctuations, the amount of tolerance was proportional to income. Students with parents in the higher income groups scored more tolerant than those in lower income groups. Hypotheses $H_0259$ and $H_0260$ were retained while hypothesis $H_0261$ was rejected.

Data for the analysis of school type against parental income level for the total test of religiosity are shown in Table 92.
Table 92

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

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>555.77</td>
<td>1</td>
<td>555.77</td>
<td>.73</td>
</tr>
<tr>
<td>Income</td>
<td>10108.4</td>
<td>6</td>
<td>1684.74</td>
<td>2.21#</td>
</tr>
<tr>
<td>Interaction</td>
<td>7989.66</td>
<td>6</td>
<td>1331.61</td>
<td>1.75</td>
</tr>
<tr>
<td>Within</td>
<td>145427.</td>
<td>191</td>
<td>761.40</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

Mean score of public school students = 140.78
Mean score of Christian school students = 141.53
Mean score with $10,000-$15,000 yearly income = 136.44
Mean score with $15,000-$20,000 yearly income = 151.76
Mean score with $20,000-$25,000 yearly income = 139.83
Mean score with $25,000-$30,000 yearly income = 135.25
Mean score with $30,000-$35,000 yearly income = 134.53
Mean score with $35,000-$40,000 yearly income = 144.00
Mean score with over $40,000 yearly income = 145.17
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 on religiosity.

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

No significant interaction was found between school type and income level for the total test. There was no significant difference between the mean values of the school type scores. There was a significant difference among the income level groups. With the exception of the lowest income group which was more religious, the most religious group was the group whose parents earned $30,000-$35,000 yearly. Religiosity decreased as income rose or fell from this range. Hypotheses $H_0^{262}$ and $H_0^{263}$ were retained while hypothesis $H_0^{264}$ was rejected.

Summary

Significant differences were found among the mean scores of the income groups on the Creedal Assent, Organizational Activity, and Intolerance of Ambiguity subscales, and on the total test of religiosity. On all of
these scales, students whose parents had a yearly income of $30,000-$35,000 had a mean score which indicated more religiosity than any other group. Religiosity on these scales decreased with both increasing and decreasing income. This trend was not true of the lowest income group. Significant interaction was found on the scales of Devotionalism, Orientation to Growth and Striving, Salience: Cognition, and Intolerance of Ambiguity. Public school students had mean group scores which showed the same pattern as the group scores on the previous scales. The mean score of Christian school students were essentially constant throughout the income groups. The exception was the Devotionalism scale in which the group mean level of devotionalism was proportional to income. The results of the analysis of school type difference will be summarized at the conclusion of Chapter IV.

Analysis Of Grade Level Against School Type

A two-by-four matrix was constructed for the analysis of school type and grade level of the students. School type was listed as either public school or Christian school. Grade level was listed as Grade 9, Grade 10, Grade 11, or Grade 12.

Data for the analysis of school type against the grade level of the student for the Creedal Assent subscale
are shown in Table 93.

Table 93

DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENT FOR THE CREEDAL ASSENT SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>217.97</td>
<td>1</td>
<td>217.97</td>
<td>20.25**</td>
</tr>
<tr>
<td>Grade</td>
<td>14.19</td>
<td>3</td>
<td>4.73</td>
<td>.44</td>
</tr>
<tr>
<td>Interaction</td>
<td>51.58</td>
<td>3</td>
<td>17.19</td>
<td>1.60</td>
</tr>
<tr>
<td>Within</td>
<td>2238.53</td>
<td>208</td>
<td>10.76</td>
<td></td>
</tr>
</tbody>
</table>

** = Significant at the .01 level

Mean score of public school students = 10.90
Mean score of Christian school students = 9.01
Mean score of Grade 9 students = 10.00
Mean score of Grade 10 students = 9.59
Mean score of Grade 11 students = 9.65
Mean score of Grade 12 students = 10.11
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.

There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Creedal Assent.

No significant interaction was found between school type and the grade level of the students on the measurement of Creedal Assent. There is no significant difference among the groups when they were separated according to the grade level of the students on this subscale. There was a significant difference between the mean score of public school students and the mean score of Christian school students on this subscale. Christian school students agreed with the creeds of the church more than did public school students. Hypotheses $H_0265$ and $H_0267$ were retained while hypothesis $H_0266$ was rejected.

Data for the analysis of school type against the grade level of the student for the Devotionalism subscale are shown in Table 94.
Table 94

DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENT FOR THE DEVOTIONALISM SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>17.67</td>
<td>1</td>
<td>17.67</td>
<td>1.64</td>
</tr>
<tr>
<td>Grade</td>
<td>32.02</td>
<td>3</td>
<td>10.67</td>
<td>.99</td>
</tr>
<tr>
<td>Interaction</td>
<td>49.02</td>
<td>3</td>
<td>16.34</td>
<td>1.52</td>
</tr>
<tr>
<td>Within</td>
<td>2235.73</td>
<td>208</td>
<td>10.75</td>
<td></td>
</tr>
</tbody>
</table>

Mean score of public school students = 10.50
Mean score of Christian school students = 9.99
Mean score of Grade 9 students = 10.10
Mean score of Grade 10 students = 9.47
Mean score of Grade 11 students = 10.54
Mean score of Grade 12 students = 10.68
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.

There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Devotionalism.

No significant interaction was found between school type and the student grade level. There was no significant difference between the school type groups nor was there any significant difference among the grade level groups on the measurement of Devotionalism. Hypotheses $H_0^{268}$, $H_0^{269}$, and $H_0^{270}$ were all retained.

Data for the analysis of school type against the grade level of the student for the Church Attendance subscale are shown in Table 95.
DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENT FOR THE CHURCH ATTENDANCE SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>.08</td>
<td>1</td>
<td>.08</td>
<td>.03</td>
</tr>
<tr>
<td>Grade</td>
<td>13.52</td>
<td>3</td>
<td>4.51</td>
<td>1.79</td>
</tr>
<tr>
<td>Interaction</td>
<td>37.94</td>
<td>3</td>
<td>12.65</td>
<td>5.01**</td>
</tr>
<tr>
<td>Within</td>
<td>524.72</td>
<td>208</td>
<td>2.52</td>
<td></td>
</tr>
</tbody>
</table>

** = Significant at the .01 level

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>6.48</td>
<td>6.00</td>
<td>6.08</td>
<td>5.50</td>
</tr>
<tr>
<td>Public School</td>
<td>5.91</td>
<td>6.24</td>
<td>5.03</td>
<td>6.72</td>
</tr>
<tr>
<td>Mean</td>
<td>6.23</td>
<td>6.10</td>
<td>5.62</td>
<td>6.00</td>
</tr>
</tbody>
</table>
There is no significant interaction between the type of school attended and the grade level of the students on the measurement of Church Attendance.

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.

There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Church Attendance.

There was a significant level of interaction between the variables of this analysis. For Christian school students, church attendance increased as the grade level increased, while for public school students, church attendance decreased as the grade level of the students increased. Hypothesis $H_0271$ was rejected. Because of the interaction, hypotheses $H_0272$ and $H_0273$ were not interpreted.

Data for the analysis of school type against the grade level of the student for the Organizational Activity subscale are shown in Table 96.
Table 96

DATA FOR SCHOOL TYPE AGAINST GRADe LEVEL OF THE STUDENT FOR
THE ORGANIZATIONAL ACTIVITY SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>83.04</td>
<td>1</td>
<td>83.04</td>
<td>6.60</td>
</tr>
<tr>
<td>Grade</td>
<td>10.16</td>
<td>3</td>
<td>3.39</td>
<td>.27</td>
</tr>
<tr>
<td>Interaction</td>
<td>85.37</td>
<td>3</td>
<td>28.46</td>
<td>2.26*</td>
</tr>
<tr>
<td>Within</td>
<td>2618.34</td>
<td>208</td>
<td>12.59</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th></th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>15.14</td>
<td>15.27</td>
<td>17.05</td>
<td>16.19</td>
<td>15.99</td>
</tr>
<tr>
<td>Public School</td>
<td>15.13</td>
<td>14.76</td>
<td>13.67</td>
<td>15.00</td>
<td>14.54</td>
</tr>
<tr>
<td>Mean</td>
<td>15.13</td>
<td>15.06</td>
<td>15.58</td>
<td>15.70</td>
<td></td>
</tr>
</tbody>
</table>
H₀274 There is no significant interaction between the type of school attended and the grade level of the students on the measurement of Organizational Activity.

H₀275 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.

H₀276 There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Organizational Activity.

There was a significant level of interaction between the grade level of the students and the school type. For Christian school students, Organizational Activity decreased from Grade 9 through Grade 11 and increased in Grade 12. For public school students, Organizational activity increased from Grade 9 through Grade 11 and decreased in Grade 12. Hypothesis H₀274 was rejected. Because of the interaction, hypotheses H₀275 and H₀276 were not interpreted.

Data for the analysis of school type against the grade level of the student for the Financial Support subscale are shown in Table 97.
Table 97

DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENT FOR THE FINANCIAL SUPPORT SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>41.32</td>
<td>1</td>
<td>41.32</td>
<td>3.44</td>
</tr>
<tr>
<td>Grade</td>
<td>71.74</td>
<td>3</td>
<td>23.91</td>
<td>1.99</td>
</tr>
<tr>
<td>Interaction</td>
<td>76.91</td>
<td>3</td>
<td>25.64</td>
<td>2.13*</td>
</tr>
<tr>
<td>Within</td>
<td>2500.53</td>
<td>208</td>
<td>12.02</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>11.79</td>
<td>10.17</td>
<td>11.00</td>
<td>11.73</td>
<td>11.14</td>
</tr>
<tr>
<td>Public School</td>
<td>10.65</td>
<td>12.10</td>
<td>12.03</td>
<td>13.50</td>
<td>11.99</td>
</tr>
<tr>
<td>Mean</td>
<td>11.29</td>
<td>10.96</td>
<td>11.45</td>
<td>12.45</td>
<td></td>
</tr>
</tbody>
</table>
H₀277 There is no significant interaction between the type of school attended and the grade level of the students on the measurement of Financial Support.

H₀278 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.

H₀279 There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Financial Support.

There was a significant level of interaction between the grade level of the student and the type of school attended on this subscale. For Grades 10 through 12, financial support decreased in both public and Christian school. Grade 9 public school students showed a very high level of financial support while Grade 9 Christian school students showed a very low level of financial support. Hypothesis H₀277 was rejected. Because of the interaction, hypotheses H₀278 and H₀279 were not interpreted.

Data for the analysis of school type against the grade level of the student for the Orientation to Growth and Striving subscale are shown in Table 98.
Table 98

DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENT FOR THE ORIENTATION TO GROWTH AND STRIVING SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>53.91</td>
<td>1</td>
<td>53.91</td>
<td>4.72#</td>
</tr>
<tr>
<td>Grade</td>
<td>39.73</td>
<td>3</td>
<td>13.24</td>
<td>1.16</td>
</tr>
<tr>
<td>Interaction</td>
<td>52.28</td>
<td>3</td>
<td>17.43</td>
<td>1.52</td>
</tr>
<tr>
<td>Within</td>
<td>2377.89</td>
<td>208</td>
<td>11.43</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

Mean score of public school students = 14.38
Mean score of Christian school students = 13.48
Mean score of Grade 9 students = 13.87
Mean score of Grade 10 students = 13.35
Mean score of Grade 11 students = 13.77
Mean score of Grade 12 students = 14.59
H₀280 There is no significant interaction between the type of school attended and the grade level of the students on the measurement of Orientation to Growth and Striving.

H₀281 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.

H₀282 There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Orientation to Growth and Striving.

No significant interaction was found between the type of school attended and the grade level of the students. There was no significant difference among the mean scores of the grade level groups. There was a significant difference between the public school student mean and the Christian school student mean. The mean score of Christian school students indicated more orientation to growth and striving than that of public school students. Hypothesis H₀281 was rejected while hypotheses H₀280 and H₀282 were retained.

Data for the analysis of school type against grade level of the student for the Salience: Behavior subscale are shown in Table 99.
### Table 99

**DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENT FOR THE SALIENCE: BEHAVIOR SUBSCALE.**

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees Of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>3.31</td>
<td>1</td>
<td>3.31</td>
<td>.25</td>
</tr>
<tr>
<td>Grade</td>
<td>41.12</td>
<td>3</td>
<td>13.71</td>
<td>1.05</td>
</tr>
<tr>
<td>Interaction</td>
<td>82.23</td>
<td>3</td>
<td>27.41</td>
<td>2.10*</td>
</tr>
<tr>
<td>Within</td>
<td>2708.66</td>
<td>208</td>
<td>13.02</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>23.14</td>
<td>21.40</td>
<td>22.28</td>
<td>22.81</td>
<td>22.38</td>
</tr>
<tr>
<td>Public School</td>
<td>21.65</td>
<td>23.05</td>
<td>20.97</td>
<td>22.94</td>
<td>22.00</td>
</tr>
<tr>
<td>Mean</td>
<td>22.48</td>
<td>22.08</td>
<td>21.71</td>
<td>22.86</td>
<td></td>
</tr>
</tbody>
</table>
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.

There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Salience: Behavior.

A significant level of interaction was found between the type of school attended and the grade level of the student. For public school students, Salience: Behavior decreased from Grade 9 to 10, increased from Grade 10 to 11, and decreased from Grade 11 to 12. For Christian school students, Salience: Behavior increased from Grade 9 to 10 and decreased for both subsequent years. Hypothesis $H_0^{283}$ was rejected. Because of the interaction, hypotheses $H_0^{284}$ and $H_0^{285}$ were not interpreted.

Data for the analysis of school type against the grade level of the student for the Salience: Cognition subscale are shown in Table 100.
Table 100

DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENTS FOR THE SALIENCE: COGNITION SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees Of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>73.63</td>
<td>1</td>
<td>73.63</td>
<td>4.00#</td>
</tr>
<tr>
<td>Grade</td>
<td>44.51</td>
<td>3</td>
<td>14.84</td>
<td>.81</td>
</tr>
<tr>
<td>Interaction</td>
<td>75.60</td>
<td>3</td>
<td>25.20</td>
<td>1.37</td>
</tr>
<tr>
<td>Within</td>
<td>3822.59</td>
<td>208</td>
<td>18.38</td>
<td></td>
</tr>
</tbody>
</table>

# = Significant at the .05 level

Mean score of public school students = 16.37
Mean score of Christian school students = 15.37
Mean score of Grade 9 students = 15.38
Mean score of Grade 10 students = 15.22
Mean score of Grade 11 students = 16.20
Mean score of Grade 12 students = 16.32
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.

There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Salience: Cognition.

No significant interaction was found between the type of school attended and the religiosity of the students on this subscale. There was no significant difference among the grade 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 had a score which indicated more cognitive salience. Hypotheses \( H_0^{286} \) and \( H_0^{288} \) were retained while hypothesis \( H_0^{287} \) was rejected.

Data for the analysis of school type against the grade level of the student for the Active Regulars subscale are shown in Table 101.
Table 101

DATA FOR SCHOOL TYPE AGAINST THE GRADE LEVEL OF THE STUDENTS
FOR THE ACTIVE REGULARS SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>78.41</td>
<td>1</td>
<td>78.41</td>
<td>3.75*</td>
</tr>
<tr>
<td>Grade</td>
<td>50.85</td>
<td>3</td>
<td>16.95</td>
<td>.81</td>
</tr>
<tr>
<td>Interaction</td>
<td>84.98</td>
<td>3</td>
<td>28.33</td>
<td>1.36</td>
</tr>
<tr>
<td>Within</td>
<td>4345.71</td>
<td>208</td>
<td>20.89</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

Mean score of public school students = 20.75
Mean score of Christian school students = 22.21
Mean score of Grade 9 students = 21.54
Mean score of Grade 10 students = 21.73
Mean score of Grade 11 students = 21.07
Mean score of Grade 12 students = 22.30
There is no significant interaction between the type of school attended and the grade level of the students on the measurement of The Active Regulars.

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.

There is no significant difference among the groups when separated according to the grade level 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 among the grade level groups on the subscale. 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 more active in their congregations than were Christian school students. Hypotheses $H_0^{289}$ and $H_0^{291}$ were retained while hypothesis $H_0^{290}$ was rejected.

Data for school type against the grade level of the student for the Intolerance of Ambiguity subscale are shown in Table 102.
Table 102

DATA FOR SCHOOL TYPE AGAINST THE GRADE LEVEL OF THE STUDENTS FOR THE INTOLERANCE OF AMBIGUITY SUBSCALE.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>21.94</td>
<td>1</td>
<td>21.94</td>
<td>1.44</td>
</tr>
<tr>
<td>Grade</td>
<td>287.80</td>
<td>3</td>
<td>95.93</td>
<td>6.32**</td>
</tr>
<tr>
<td>Interaction</td>
<td>74.30</td>
<td>3</td>
<td>24.77</td>
<td>1.63</td>
</tr>
<tr>
<td>Within</td>
<td>3158.05</td>
<td>208</td>
<td>15.18</td>
<td></td>
</tr>
</tbody>
</table>

** = Significant at the .01 level

Mean score of public school students = 14.20
Mean score of Christian school students = 14.83
Mean score of Grade 9 students = 16.63
Mean score of Grade 10 students = 13.59
Mean score of Grade 11 students = 13.97
Mean score of Grade 12 students = 14.16
H_0^{292} There is no significant interaction between the type of school attended and the grade level of the student on the measurement of Intolerance to Ambiguity.

H_0^{293} 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 to Ambiguity.

H_0^{294} There is no significant difference among the groups when separated according to the grade level of the students on the measurement of Intolerance to Ambiguity.

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 grade level groups. Grade 9 students were the least tolerant of all grades. Grade 10 students were most tolerant. Students in Grades 11 and 12 had mean scores which indicated decreasing tolerance with grade level. Hypotheses H_0^{292} and H_0^{293} were retained. Hypothesis H_0^{294} was rejected.

Data for the analysis of school type against grade level of the student for the total test of religiosity are shown in Table 103.
Table 103

DATA FOR SCHOOL TYPE AGAINST GRADE LEVEL OF THE STUDENTS FOR THE TOTAL TEST OF RELIGIOSITY.

<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>Degrees Of Freedom</th>
<th>Variance Estimate</th>
<th>F Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>276.13</td>
<td>1</td>
<td>176.13</td>
<td>.48</td>
</tr>
<tr>
<td>Grade</td>
<td>1852.33</td>
<td>3</td>
<td>617.44</td>
<td>1.07</td>
</tr>
<tr>
<td>Interaction</td>
<td>3991.60</td>
<td>3</td>
<td>1331.53</td>
<td>2.31*</td>
</tr>
<tr>
<td>Within</td>
<td>119574.</td>
<td>208</td>
<td>574.87</td>
<td></td>
</tr>
</tbody>
</table>

* = Significant at the .10 level

<table>
<thead>
<tr>
<th></th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian School</td>
<td>142.76</td>
<td>131.50</td>
<td>144.05</td>
<td>142.65</td>
<td>140.41</td>
</tr>
<tr>
<td>Public School</td>
<td>142.52</td>
<td>145.19</td>
<td>133.70</td>
<td>148.83</td>
<td>141.49</td>
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<tr>
<td>Mean</td>
<td>142.65</td>
<td>137.14</td>
<td>139.55</td>
<td>145.18</td>
<td></td>
</tr>
</tbody>
</table>
There is no significant interaction between the type of school attended and the grade level of the student on the measurement of the total test of religiosity.

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.

There is no significant difference among the groups when separated according to the grade level of the students on the total test of religiosity.

A significant level of interaction was found on the total test between the school type and the grade level. For public school students, the test indicated religiosity decreased from Grades 9 to 10, followed by an increase in Grade 11 and another decrease in religiosity in Grade 12. Christian school students were the reverse. Religiosity increased from Grades 9 to 10 followed by a decrease in Grade 11 and an increase in Grade 12. Hypothesis $H_0295$ was rejected. Because of the interaction, hypotheses $H_0296$ and $H_0297$ were not interpreted.
Summary

Significant interaction was found between the type of school attended and the grade level of the student on the Church Attendance, Organizational Activity, Financial Support, and the Salience: Behavior subscales. Different trends were found on each of the scales with no pattern being common to any two of the subscales. A significant difference was found among the groups on the Intolerance Of Ambiguity subscale. On this scale, tolerance increased from Grades 9 to 10 and then decreased in Grade 11 and 12.

Analysis of Data
on School Type Difference

The type of school attended was analyzed each time the responses were separated to analyze any of the demographic variables. The mean score values of Christian school students and public school students were compared nine times on the scale of Creedal Assent. A significant difference was found between the scores on eight of these analyses. In fact, on six of these analyses, the significance was at the .01 level. On all of these, Christian school students had scores which indicated more creedal assent than public school students.

An analysis was made on the scale of Devotionalism for six of the demographic variables. On the other three
variables, interaction was found so no analysis was made. Only one of the demographic variables showed a significant difference between the mean scores of Christian school students and the mean score of public school students. This was when the respondents were separated according to academic aptitude.

No significant difference was found on the scale of Church Attendance for any of the eight analyses done on the various analyses of variance.

When the mean scores of public school students and Christian school students were analyzed on the scale of Organizational Activity, a significant difference was found between the groups on seven of the eight scores analyzed. When the groups were separated according to grade level, interaction was found so no analysis was made between the group means. On all of the analyses, public school students had a mean score which indicated more organizational activity than Christian school students.

The Financial Support scale was analyzed four times with the responses separated using different demographic variables. On two of these analyses, the mean score of Christian school students indicated significantly more financial support than the mean scale of public school students.

Six analyses were made on the scale of Orientation to Growth and Striving. On two of the analyses, the mean
score of Christian school students was significantly lower than that of public school students, thus indicating more orientation to growth and striving on the part of Christian school students.

No significant difference was found on any of the eight analyses for the Salience: Behavior scale.

The scale of Salience: Cognition produced a significant difference between the mean score of public school students and the mean score of Christian school students on three of the seven analyses. In each of these three cases, Christian school students had a mean score which indicated more cognitive salience than that of public school students.

The scale for The Active Regulars was analyzed for seven of the demographic variables. A significant difference was found on five of the analyses. In each of these analyses, public school students were more active than Christian school students.

There was a significant difference between the mean scores of public school students and the mean score of Christian school students on one analysis of the six that were performed on the scale of Intolerance of Ambiguity. In that one analysis, the public school students had a mean score which indicated more tolerance.

No significant difference was found on any of the seven analyses for the total score.
Chapter V

Introduction

This chapter will summarize the results of the study. It will review the purpose of the study, the population for the study, and the procedures used throughout the study. The chapter will then summarize the review of the literature. Finally, the chapter will summarize the conclusions reached from the data and the recommendations for action and further study.

Summary of the Study

The problem of the study was twofold. First it was to determine if there was a difference in attitudes toward religion among students based on 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 students attending corresponding public schools. The demographic variables selected for the study were sex of the student, grade level of the student, average high school report card grade, perceived parental religiosity, father's educational level, mother's educational level, average parental educational level, student's educational aspirations, and parental income.
The procedures used in the study were as follows. A questionnaire developed by Morton King (1967) was used along with questions developed to determine the demographic variables used in the study.

The Eastern Christian School Association was asked to supply a list of churches which have one or more members who attends Eastern Christian High School. The population for the study consisted of all the high school students who attended these churches. A random sample of these churches stratified by church denomination was drawn from the list supplied. The churches selected for the sample were visited, and all high school students and their parents were asked to complete the questionnaire.

The questionnaires were analyzed using a two-way analysis of variance. For the analyses, the type of school attended was analyzed against each of the demographic variables of the study on each of the dimensions of religiosity and on the total measurement of religiosity.

The growth of the Protestant parochial schools is based on the "... strong concern on the part of church people that their children receive a thorough training in the teachings of the church" (Ahlschwende, 1963, p. 137). This concern extends not only to the cognitive learning associated with religiosity but also encompasses the affective domain. In an attempt to measure religiosity, various studies were performed in the 1920's and
concentrated on the ritualistic aspects of religiosity.

This construct was rejected by researchers in the late 1950's and early 1960's. These researchers have agreed that religiosity is multidimensional but have disagreed on the exact number and type of these dimensions. King has hypothesized that religiosity consists of eleven dimensions. These are: Creedal Assent, Devotionalism, Church Attendance, Organizational Activity, Financial Support, Religious Despair, Orientation to Growth and Striving, Salience: Behavior, Salience: Cognition, The Active Regular, and Intolerance of Ambiguity.

Several researchers have performed studies comparing students from Roman Catholic schools and students from public schools. In these studies, significant differences have been found between students of Catholic and public schools on the dimensions of Creedal Assent (Fichter, 1958), Devotionalism (Rossi, 1961), Church Attendance (Lenski, 1961), and Intolerance of Ambiguity (Martin & Westie, 1959).

In addition to this, a significant relationship was found between commitment to academic pursuits and religiosity. Interaction was found between perceived parental religiosity and student religiosity (Greeley & Rossi, 1968).

Conclusions

On the measurement of all subscales and the total
test of religiosity females had a mean score which indicated more religiosity than males. On the Orientation to Growth and Striving scale, significant interaction was found, and on the Financial Support scale the difference between the sexes was not significant. High school girls were more religious than boys on virtually all dimensions.

All subscales and the total test score had a mean religiosity score which was directly proportional to average high school report card grade. That is, academically better students had a mean score indicating more religiosity than academically poorer students. This is in agreement with the study performed by Greeley and Rossi (1968). In this study, they saw that higher religiosity levels were associated with a higher regard for academic pursuits. While regard for academia and academic achievement are quite different, they are closely related concepts.

There was significant interaction between the educational aspirations of the students and school type on the Financial Support and the Intolerance of Ambiguity subscale. No relationship was found between the variables on these scales and no significant difference was found on any of the other measurements.

When the father's educational level was analyzed, significant interaction was found on the scales of Financial Support, and The Active Regulars. Trends of the interaction were mixed. No significant difference was found among the
When the students were separated according to the mother's educational level, Christian school students showed least religiosity when the mother had some college or technical school education. Religiosity increased as the mother's educational level either increased or decreased from this level. While these results hold on all scales, significance was found only on the Devotionalism, Financial Support, Orientation to Growth and Striving, Salience: Cognition, and the Intolerance of Ambiguity scales and the total test of religiosity. The larger number of significant tests for the mother's educational level when compared to that of the father leads to the conclusion that mothers have a greater degree of influence than fathers in determining the religious views of their children.

Significant interaction was found between school type and the average parental educational level on three scales; Financial Support, Salience: Cognition, and Intolerance of Ambiguity. No general pattern could be found from the results of these analyses.

A significant level of interaction was found between family income and school type on the Devotionalism, Orientation to Growth and Striving, Salience: Cognition,
and The Active Regulars scales. On these scales, religiosity of Christian school students was fairly constant over all income levels while religiosity of public school students decreased with increasing family income. On the scales of Creedal Assent, Organizational Activity, Intolerance of Ambiguity, and the total test score, a significant difference was found among the income groups. On these scales, the $30,000-$35,000 yearly income group had the highest level of religiosity. Other groups had decreasing religiosity scores as they became farther removed from this value. The exception was the lowest income group which had a score indicating more religiosity than the next higher income group.

When the respondents were separated by grade level, significant interaction with school type was found on the scales of Church Attendance, Organizational Activity, Financial Support, and Salience: Behavior. A significant difference was found among grade groups on the Intolerance of Ambiguity score. The religiosity trend was different on each of the scales.

There was a significant difference between the scores of Christian school students and public school students on three scales. These are Creedal Assent, Organizational Activity, and The Active Regulars. Christian school students were more religious than public school students on the Creedal Assent scale while public school
students were more religious than Christian school students on the Organizational Activity, and The Active Regulars scales.

On the scales of Devotionalism, Financial Support, Orientation to Growth and Striving, Salience: Cognition, and the total score of religiosity, Christian school students had a mean score which indicated more religiosity than public school students but these differences were not significant.

On the scales of Church Attendance, Salience: Behavior, and Intolerance of Ambiguity, public school students had a mean score which indicated more religiosity than Christian school students but these results were not significant.

Recommendations For Action

One of the goals of Christian education is to teach the creeds of the church to its students. This goal has been achieved as evidenced by the significant difference between the Creedal Assent scores of public school students and those of Christian school students. It is recommended that the Christian school continue its efforts in this area.

Failure to find significant differences between public school students and Christian school students on the two salience scales should be viewed as an area of concern for Christian school administrators and boards of education.
The salience scales, which are Salience: Behavior and Salience: Cognition, show the carry over value of religion into other areas of life. The lack of significant differences indicates that Eastern Christian is not achieving its goals in this area. It is recommended that the Eastern Christian board of directors establish a committee to study the type of activities and aspects of the curriculum that will better foster these attitudes and implement the committee's recommendations into the Eastern Christian curriculum.

On the scales of Organizational Activity and the Active Regulars, public school students had scores indicating more religiosity. It appears that Christian school students are in an atmosphere that is religious during school and have reached a level of saturation in this area. Public school students, on the other hand, are looking for an outlet for the religious aspects of their life and find it in church activities. It is recommended that the Eastern Christian board of directors establish a committee to analyze the proper role of the Christian school as it meshes with the role of the church.

Recommendations for Further Study

This study has provided an analysis of the religious views of public school students and Christian school students. To get a more accurate picture of the effects of
Christian education, the area of academic achievement should also be investigated. It is recommended that Christian school students and public school students be compared in the area of academic achievement. This should be done using the analysis of covariance to eliminate the effects of aptitude.

Opinions have been voiced that religious differences between public school students and Christian school students may to some extent be related to differences in atmosphere between schools. That is, urban schools, which have higher crime rates than suburban or rural schools, would have a much different educational atmosphere than the latter types. It may be that this difference in atmosphere has an effect on the differences analyzed in this study. It is recommended that the study be replicated in an urban school and in a rural school to determine if this is true.

While parochial education is not new, studies to compare the parochial schools to public schools are relatively recent. It is hoped that other studies will continue to investigate the subject of student religiosity as well as the other effects of parochial education.
References Cited
References Cited


Francis, L.J. "School Influence and Pupil Attitude Toward Religion" British Journal of Educational Psychology 49 (June, 1979) pp. 107-123.


Greer, J. E. "A Comparison Of Two Attitude To Religion Scales" Educational Research 24 (June, 1982).


Appendices
Appendix A.

The following is the Questionnaire completed in the study.

RELIGIOUS ATTITUDE STUDY

You have been selected to take part in this important study on the attitudes of high school students. The purpose of this study is to gather facts and information useful in the planning and evaluation of school programs.

YOUR COOPERATION IS ESSENTIAL. To get an accurate picture, every questionnaire must be returned. It is your ideas we want: therefore check your answers privately, without suggestions from other persons.

DO NOT SIGN YOUR NAME. Your answers are strictly confidential. No one but the study director will see your individual answers. Since your name will not be revealed, YOU MAY ANSWER WITH COMPLETE FRANKNESS. The number that may appear on this page helps us follow-up those who don't return the questionnaire. It will be cut off before the contents are read.

If there is any reason you cannot return the questionnaire, please speak with or write the study director using the free envelope enclosed.

THANK YOU FOR YOUR COOPERATION. Your honest answers to each question will add to our understanding of the relations that exist between the church, religion, and the schools in today's world.

Return Promptly

To

Eastern Christian School Association
50 Oakwood Ave.
North Holston,
New Jersey, 07500
A. Please give us these facts about yourself which will help us analyze answers to other questions. REMEMBER, all your answers are STRICTLY CONFIDENTIAL. (Please circle or check the correct answer for each question.)

1. ARE YOU?
   Male    Female

2. How old are you ______

3. What grade are you in? 9 10 11 12

4. What is the number of years that you have attended each type of school listed? (Include the present year but exclude kindergarten)
   Christian school _____ Public school _____ Other _____________________________

5. How many years of formal education has your father completed? ....................

6. How many years of formal education has your mother completed? _________

7. What are your plans after high school?
   Work _______ Family _______
   Military _______ Technical School ______
   College _______ Other (Specify) __________________

8. What is your average report card grade in high school?
   A _______ C _______
   B _______ D _______

9. Approximately what was your total family income last year (before taxes)?
   ( ) Under $10,000    ( ) $25,000-$30,000
   ( ) $10,000-$15,000    ( ) $30,000-$35,000
   ( ) $15,000-$20,000    ( ) $35,000-$40,000
   ( ) $20,000-$25,000    ( ) Over $40,000

10. Did your mother attend Christian school?
    YES    NO

11. Did your father attend Christian school?
    YES    NO

12. If you attend Eastern Christian High School, what do you believe is the most important reason you and your parents chose Eastern Christian over the public school?
   ( ) Christian atmosphere ( ) Increased discipline
   ( ) Bible classes ( ) problems in another school
   ( ) Other (specify) ___________________________

13. If you attend public school, what do you believe is the most important reason that you and your parents decided against Christian school?
   ( ) Tuition cost ( ) Lack of educational excellence
   ( ) Lack of course offerings ( ) school atmosphere
   ( ) Other (specify) ___________________________

B. The following items concern aspects of your parents attitudes. Please answer these questions to reflect the opinions that you believe your parents have.

   Strongly  Strongly
   Agree  Disagree

1. My parents believe honestly and wholeheartedly in the doctrine of the church.
   1 2 3 4

2. Church activities are a major source of satisfaction in my parents life.
   1 2 3 4

3. Religion is especially important to my parents because it answers many of the questions about the meaning of life.
   1 2 3 4

4. When my parents have to make a decision in their everyday life, how often do they try to find what God wants them to do.
   usually often sometimes seldom or never

5. If not prevented by unavoidable circumstances, my parents attend church
   usually often sometimes seldom or never

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1. List the church offices, committees, or jobs of any kind in which you served during the past 12 months.

2. During the last year, how many Sundays per month on the average have you gone to a worship service?
   None; One; Two; Three or more

3. Of all your closest friends, how many are also members of your local congregation?
   None; A few; Some; Many

4. How would you rate your activity in this congregation?
   Very active; Active; Slightly active; Inactive

5. Last year, approximately what per cent of your income was contributed to the Church? (Answer in terms of your individual income or that of your family, whichever is appropriate.)
   1% or less; 2% to 4%; 5% to 9%; 10% or more

6. Taking everything into consideration, would you say that you are?
   Very religious; Below average; Above average; Not very religious

7. In proportion to your income, do you consider that your contributions to the Church are?
   Generous; Substantial; Modest; Small

8. During the last year, what was the average monthly contribution of your family to your local congregation?
   Under $1: $1-119; $20-44; $10 and up

9. Estimate the extent to which you feel religion is important in your life today.
   No importance; Fairly important; Little importance; Extremely important

10. During the last year, how often have you made contributions to the Church in addition to the general budget and Sunday School?
    Regularly; Occasionally; Seldom; Never

11. To what extent has God influenced your life?
    Very much; Some; A little; Not at all

12. The amount of time I spend trying to grow in understanding of my faith is:
    Very much; Above average; Not much; Little or none

13. How often do you read literature about your faith (or church)?
    Frequently; Occasionally; Rarely; Never

14. If not prevented by unavoidable circumstances, I attend church:
    More than once a week; Two or three times a month; About once a week; Less than once a month

15. I make financial contributions to the Church:
    ( ) In regular, planned amounts (per week, month, etc.)
    ( ) Irregularly, but fairly often
    ( ) Irregularly and only occasionally
    ( ) Seldom or never

The rest of the questions in this section deal with how often some activity occurs. Please circle the letters which stand for the proper frequency, that is:
   R = Regularly  O = Occasionally  FF = Fairly frequently  SN = Seldom or never

16. When singing hymns in church, how frequently do you follow the words carefully?

17. During the last year, how often did your family say grace (offer thanks; table prayers) at meals?

18. How often do you talk with the pastor (or other official) about some part of the worship service: for example, the sermon, scriptures, choice of hymns, etc.?

19. How often in the last year have you shared with another church member the problems and joys of trying to live a life of faith in God?
C. Here are various statements about religion. Some people agree with them; others disagree. What do you think? To what extent do the statements apply to you? Please draw a circle around one number on the four-point scale from "Strongly Agree" to "Strongly Disagree." Some statements will not express your views exactly; but please react to all of them as best you can.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Church activities (meetings, committee work, etc.) are a major source of satisfaction in my life.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. I feel reasonably confident that my religious beliefs are correct.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>3. The worship services of the Church are not as important to me as Church School or other educational activities.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>4. I know that God answers my prayers.</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>5. I feel a strong need to continue growing in understanding of my faith.</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

6. If I should die today, I would feel that my life has been worthwhile. | 1 2 3 4 |
7. I believe in eternal life. | 1 2 3 4 |
8. I believe that my local congregation should welcome to the Sunday service persons of all races who wish to worship with us. | 1 2 3 4 |
9. Private prayer is one of the most important and satisfying aspects of my religious experience. | 1 2 3 4 |
10. The main purpose of the Church is to reconcile men to God and each other, thus establishing the conditions for "newness of life." | 1 2 3 4 |
11. There is only one right way to do anything. | 1 2 3 4 |
12. Joining with others in worship of God is at the center of my religious life. | 1 2 3 4 |
13. I try hard to carry my religion over into all my other dealings in life. | 1 2 3 4 |
14. Religion helps to keep my life balanced and steady in exactly the same way as my citizenship, friendships, and other memberships do. | 1 2 3 4 |
15. Church membership has helped me to meet the right kind of people. | 1 2 3 4 |
16. Property (house, automobile, money, investments, etc.) belongs to God; we only hold it in trust for Him. | 1 2 3 4 |
17. I often wish I had never been born. | 1 2 3 4 |
18. I believe that my local congregation should sponsor projects to improve the economic well-being of Blacks and other minority groups. | 1 2 3 4 |
19. The Church is most important as a place to formulate good social relationships. | 1 2 3 4 |
20. It is part of one's patriotic duty to worship in the church of his choice. | 1 2 3 4 |
21. Everything considered, I am pretty well satisfied with my present religious life. | 1 2 3 4 |
22. I believe that God revealed Himself to man in Jesus Christ. | 1 2 3 4 |
23. First impressions are very important. | 1 2 3 4 |
24. A person either knows the answer to a question or he doesn't. | 1 2 3 4 |
29. I try hard to grow in understanding of what it means to live as a child of God__________________ 1 2 3 4
30. Church leaders should pay attention to recent scientific studies which prove that the White race is best__________________ 1 2 3 4
31. Religion is especially important to me because it answers many questions about the meaning of life__________________ 1 2 3 4
32. I am satisfied that, most of the time, I live in right relationship to God and to men__________________ 1 2 3 4
33. Being religious is mainly a matter of being honest and good__________________ 1 2 3 4
34. What religion offers me most is comfort when sorrows and misfortune strike__________________ 1 2 3 4
35. There are two kinds of people in the world; the weak and the strong__________________ 1 2 3 4
36. The church should take the lead in ending injustice toward Blacks and other groups__________________ 1 2 3 4
37. My religious beliefs are what really lie behind my whole approach to life__________________ 1 2 3 4
38. Most of the time my life seems to be out of my control__________________ 1 2 3 4
39. I usually find life new and exciting__________________ 1 2 3 4
40. I am proud that my denomination has taken a stand in favor of equal rights for Blacks and other minority groups__________________ 1 2 3 4
41. The Communion Service (Lord's Supper, Eucharist) often gives me little meaning to me__________________ 1 2 3 4
42. A person is either a 100% American or he isn’t__________________ 1 2 3 4
43. One reason for my being a church member is that such membership helps to establish a person in the community__________________ 1 2 3 4
44. I must admit that I don’t do very much to increase my knowledge of God__________________ 1 2 3 4
45. I believe honestly and wholeheartedly in the doctrines and teaching of the Church__________________ 1 2 3 4
46. The Church is important to me as a place where I get strength and encouragement for dealing with the trials and problems of life__________________ 1 2 3 4
47. The purpose of prayer is to secure a happy and peaceful life__________________ 1 2 3 4
48. The more I support the Church financially, the closer I feel to it and to God__________________ 1 2 3 4
49. Churches should support the Black's struggle to achieve equal rights__________________ 1 2 3 4
50. I seldom read anything religious, except the Bible__________________ 1 2 3 4
51. I believe that the Bible provides basic moral principles to guide every decision of my daily life with family and neighbors, in business and financial transactions, and as a citizen of the nation and world__________________ 1 2 3 4
52. I find myself believing in God some of the time, but not at other times__________________ 1 2 3 4
53. There are two kinds of women; the pure and the bad__________________ 1 2 3 4
54. The prayers I say when I am alone carry as much meaning and personal emotion as those said by me during services__________________ 1 2 3 4
55. You can classify almost all people as either honest or crooked__________________ 1 2 3 4
56. I believe in salvation as release from sin and freedom for new life with God__________________ 1 2 3 4
57. I believe that my local congregation should sponsor projects to protect the rights of Blacks and other minorities__________________ 1 2 3 4
58. I often experience the joy and peace which come from knowing I am a forgiven sinner__________________ 1 2 3 4
59. I have had some very unusual religious experiences__________________ 1 2 3 4
60. My life is full of joy and satisfaction__________________ 1 2 3 4
61. It doesn't take very long to find out if you can trust a person__________________ 1 2 3 4
62. It is important to me to spend periods of time in private religious thought and meditation__________________ 1 2 3 4
63. I have discovered satisfying goals and a clear purpose in life__________________ 1 2 3 4
64. My personal existence often seems meaningless and without purpose__________________ 1 2 3 4
65. I believe that my local congregation should accept as members persons of all races__________________ 1 2 3 4
The last few questions deal with facts about general religious matters. Please answer them, without consulting the Bible or other source of information. There may be more than one correct answer for each question. Therefore draw a circle around ALL the correct answers under each question.

1. Which of the following were among the Twelve Disciples of Christ?
   - Daniel  
   - Judas  
   - Peter  
   - John  
   - Paul  
   - Samuel

2. Which of the following books are in the Old Testament?
   - Acts  
   - Galatians  
   - Hosea  
   - Amos  
   - Hebrews  
   - Psalms

3. Which of the following denominations in the United States have bishops?
   - Disciples  
   - Lutheran  
   - Presbyterian  
   - Episcopal  
   - Methodist  
   - Roman Catholic

4. Which of the following books are included in the Four Gospels?
   - James  
   - Mark  
   - Peter  
   - John  
   - Matthew  
   - Thomas

5. Which of the following acts were performed by Jesus Christ during His earthly ministry?
   - ( ) Resisting the temptations of Satan
   - ( ) Healing ten lepers
   - ( ) Leading His people against the priests of Baal
   - ( ) Parting the waters to cross the Red Sea
   - ( ) Overcoming Goliath
   - ( ) Turning water into wine

6. Which of the following books were included in the Old Testament prophesies?
   - Deuteronomy  
   - Elijah  
   - Jeremiah  
   - Esther  
   - Isaiah  
   - Leviticus

7. Which of the following men were leaders of the Protestant Reformation?
   - Aquinas  
   - Calvin  
   - Hegel  
   - Augustine  
   - Cranmer  
   - Luther
8. Which of the following principles are supported by most Protestant denominations?

( ) Bible as the Word of God
( ) Separation of Church and State
( ) Power of clergy to forgive sins
( ) Final authority of the Church
( ) Justification by faith
( ) Justification by good works

We sincerely appreciate your help in completing this questionnaire. Before putting it in the free return envelope, please check quickly to see that you have not skipped any pages.

THANK YOU VERY MUCH.

We would be glad for you to write any comments you may have in the space below.
May 9, 1980

Mr. John Keeley
11F Julia Martin Drive
Bozeman, Montana 59715

Dear Mr. Keeley:

I am pleased to know of your dissertation topic and welcome your involvement with students at Eastern Christian School Association. Please let me know in what ways we can cooperate with you.

Your topic is of real value in evaluating the success and emphasis of Christian Schools. I am sure the administration of Eastern Christian Schools, and many other similar schools, will follow your study with keen interest. May the Lord bless your project.

Yours sincerely,

Mark Vander Ark
Superintendent

Member Schools WYCKOFF • MIDLAND PARK • JUNIOR HIGH SCHOOL • SENIOR HIGH SCHOOL
June 27, 1980

Mr. John J. Keeley
115 F Julia Martin Dr.
Bozeman, MT 59715

Dear Mr. Keeley,

Your letter of June 6 was forwarded to my retirement home. Thank you for your interest in my work with Dr. Hunt.

We give permission for you to use our Dimensions of Religion scales, provided of course you make full and proper reference to our publications.

The 1975 JSSR article contains the items found most useful on the national sample. I suggest you that form of the scales. Not all scales were selected for inclusion by the UPCUSA staff. Therefore, if you wish to use in your dissertation some of our other scales, it should be the 1972 form. It would be best to select from pp. 103-106 of the monograph: Measuring Religious Dimensions. If you do not have access to a copy, write Dr. Hunt, Psychology Department, S.M.U., Dallas 75275. He will probably be able to send you a complimentary copy.

Our publications list the items by scales, in order of item-scale correlation. They should NOT be presented to subjects in that form, of course. Rather, they should follow the order they have had in all our questionnaires. I am enclosing a copy of an appropriate Q for that purpose. Other suggestions and warnings in Chapter V of the monograph should be heeded.

Best of luck with your study. Write again if you have further questions.

cc: Richard A. Hunt

Sincerely,

Morton King
Professor Emeritus
401 East 8th Street
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Keeley, John Joseph
A comparison of public and parochial school student religious attitudes