



An empirical study of the influence and implications of selected demographic factors on student value judgments and opinions in social studies  
by John Robert Voorhis

A dissertation submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION  
Montana State University  
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Abstract:

The purpose of the study was to determine the following: 1. Are students committed to the basic values of our society? 2. Do specific differences occur between student value beliefs and actions when related to social studies concepts reflecting selected basic societal values ? 3. To see how students perceive adult's responding to the same value concepts they respond to.

4. To determine what differences occur when you compare specific demographic information about students with their value opinion question and answers.

5. To ascertain if a general knowledge of students is adequate to deal with a specific student population.

The questionnaire was designed to reflect value concepts of eight different values arranged in three sets that reflected (Set 1) Expressed Personal Belief, (Set 2) Estimate of Personal Behavior, and (Set 3) Perception of Adult Society.

The questionnaire was given to 779 students of Billings Senior High School, Billings, Montana.

Selected demographic factors were taken from the questionnaire to match with the responses to the value concepts to see if they influenced them.

Tables were used as a graphic representation of this data. The data is reflected in numbers and percentages in Positive, Negative, and Unclassified categories reflecting the total responses to the values.

The hypothesis stated that students in our sample were not committed to the basic values of our society. On the basis of this study, the following generalizations are made: 1. There is a pronounced support for the basic values of our society of the belief level among heterogeneous high school students.

2. There is less support for those values in their actual behavior, but, nonetheless, that support is substantial.

3. These young people, generally, perceive adult society as being, in actuality, less committed to these values than they themselves are. Therefore, in their estimation, not they, but adult society, is alienated from our basic social values.

4. In this sample, the responses to value concepts seem to remain the same regardless of what demographic factors are compared.

5. A general knowledge of students may not be adequate for dealing with a specific population.

AN EMPIRICAL STUDY OF THE INFLUENCE AND IMPLICATIONS  
OF SELECTED DEMOGRAPHIC FACTORS ON STUDENT VALUE  
JUDGMENTS AND OPINIONS IN SOCIAL STUDIES

by

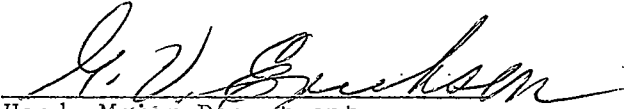
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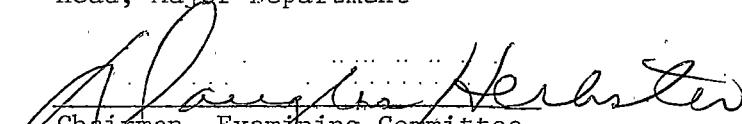
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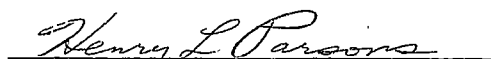
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I also have been fortunate to have Sheila O'Loughlin assist me in the preliminary drafts of this study and Joyce Forsgren who guided me through the paperwork obstacles of higher education.

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ABSTRACT

The purpose of the study was to determine the following:

1. Are students committed to the basic values of our society?
2. Do specific differences occur between student value beliefs and actions when related to social studies concepts reflecting selected basic societal values?
3. To see how students perceive adult's responding to the same value concepts they respond to.
4. To determine what differences occur when you compare specific demographic information about students with their value opinion question and answers.
5. To ascertain if a general knowledge of students is adequate to deal with a specific student population.

The questionnaire was designed to reflect value concepts of eight different values arranged in three sets that reflected (Set 1) Expressed Personal Belief, (Set 2) Estimate of Personal Behavior, and (Set 3) Perception of Adult Society.

The questionnaire was given to 779 students of Billings Senior High School, Billings, Montana.

Selected demographic factors were taken from the questionnaire to match with the responses to the value concepts to see if they influenced them.

Tables were used as a graphic representation of this data. The data is reflected in numbers and percentages in Positive, Negative, and Unclassified categories reflecting the total responses to the values.

The hypothesis stated that students in our sample were not committed to the basic values of our society. On the basis of this study, the following generalizations are made:

1. There is a pronounced support for the basic values of our society of the belief level among heterogeneous high school students.
2. There is less support for those values in their actual behavior, but, nonetheless, that support is substantial.
3. These young people, generally, perceive adult society as being, in actuality, less committed to these values than they themselves are. Therefore, in their estimation, not they, but adult society, is alienated from our basic social values.
4. In this sample, the responses to value concepts seem to remain the same regardless of what demographic factors are compared.
5. A general knowledge of students may not be adequate for dealing with a specific population.

## Chapter 1

### INTRODUCTION

The basic values of peoples and the effects these have upon behavior and thought are matters which have long commanded the attention of philosophers. Increasingly in recent years the interest of social scientists of many kinds--sociologists, anthropologists, psychologists, especially, but also some economists and political scientists--has also been turned to the study of values (Kluckhohn and Strodtbeck, 1961:VIII).

Emerging from a survey of readings on values in society and the classroom is the conviction that "crucial among (issues facing sociologists) [and, we add, educators] is the fundamental problem of the status of values and value judgments in social science" and that "implicit or explicit assertions of final irreducible preferences are inescapable (Becker, 1950:VII)." Values are present in the classroom whether we admit it or not. Good teaching, therefore, demands that they be dealt with in a manner consistent with the ends of public education in a constitutional democracy. The frame of reference of a contemporary secondary school teacher allows him to start teaching from this point.

He accepts the general evidence that students have values and his training has emphasized basic assumptions about values, i.e., Parents' Education and Employment, Religion, Age, Race, Residence.

Curriculum is based on these general assumptions that are derived from information obtained in a general way and not based on a specific needs assessment of a particular audience, mainly the students

the teacher is working with.

The Oliver-Shaver contribution to social studies curriculum development as presented in their book, "Teaching Public Issues in the High School," consists of two parts, a rationale and a framework. The rationale is set forth in detail in the first four chapters of their book (Oliver-Shaver, 1966:3-87). These chapters reflect that the students with whom we are dealing in our high schools are "committed to the basic ideals of American society emerging from the democratic traditions of Western civilization (Oliver-Shaver, 1966:14)."

On this point there is considerable question. Oliver and Shaver are not asserting that all high school students are so committed, but the rationale and framework for their method is designed for students who are. This seems to be the stated or implied position of most material available for classroom use. Whether or not teachers or members of Curriculum Groups can or should accept this assumption about the students in the schools for whom they are adapting general materials is the point of the disagreement. As a result of this question, the student opinion survey being reported on here was conducted to gather some empirical evidence upon which to verify or reject this specific question. Also, and very importantly, data were gathered to determine (1) the extent to which the students' choices of action in hypothetical situations might be consistent with their stated beliefs in these values, (2) the extent to which they perceived

adult society as operating consistently with these values, and (3) the extent certain selected demographic data related to values.

That there are apparent inconsistencies between value beliefs and actions is implicit in the Oliver-Shaver rationale and framework. That there exists such a gap is a notion so widespread as to be a truism. Myrdal's American Dilemma (1944) is basically a study which indicates that such a gap does, in fact, exist in our society. This, too, is the thrust of more recent writings such as those by Goodman (1960) and Friendenburg (1965). However, very few studies have been reported that were designed specifically to investigate the nature and extent of this gap (Mauss and Winston, 1971; Youmans, 1971). Of these studies, none specifically dealt with a group that was to be taught by the investigators.

The basic question seems to be one of whether a teacher knowing general things about similar students can make reasonable assumptions about specific students and the value concepts.

#### STATEMENT OF THE PROBLEM

The students that are in the schools operate from a frame of reference that includes a value system. This value system serves as a basis for all decisions a student makes. These values create problems in a mass instructional situation by being different for each student. A teacher, in considering his students, is confronted with the following

basic questions:

1. Are students committed to the basic values of our society?
2. Do specific differences occur between student value beliefs and actions when related to social studies concepts reflecting selected basic societal values?
3. To see how students perceive adults responding to the same value concepts they respond to.
4. To determine what differences occur, if any, when you compare specific demographic information about students with their value and opinion questions and answers.
5. To ascertain if a general knowledge of students is adequate to deal with a specific student population.

#### LIMITATIONS

This study has been limited to a specific sample population. While this was essential for this study, this limiting also serves as caution to assigning the results to any other group at any other time or place.

By limiting the questionnaire to the selected Social Science value concepts found in Appendix A, the scope of the study may not be applicable to other content areas. In addition, since the questionnaire provided so much information, it was necessary to be selective in determining the various demographic factors to use in the comparisons.

The factors used were limited to Education of Father and Mother, Mother's Employment, Age, Religion, Residence, and Race.

Finally, by concentrating on percentage in the results and limiting the statistics, the study has sacrificed in-depth statistical analysis for clarity to the classroom teacher.

## Chapter 2

### RELATED LITERATURE

The role of society's value system in educating its youth has been a matter of concern, study, and exposition for sociologists for a considerable period of time (Durkheim, 1925; Dahlke, 1958). This has stimulated a like concern on the part of the educators (NEA, 1951; PDK, 1964) and the curriculum developers (Raths, 1966; Oliver-Shaver, 1966) and has been paralleled by scholarly investigations to discover just what in reality are the values of society in the United States in general (Myrdal, 1944; Warner, 1963; Vidich and Bensman, 1960) and of the youth in particular (Hollingshead, 1949; Ginzberg, 1961). This concern about society's values (Neal, 1965) has become so widespread and pervasive that it has even penetrated the best seller lists (Friedenberg, 1959; Packard, 1961; Reisman, 1950; Whyte, 1956).

Social values, according to the anthropologist Clyde Kluckhohn, are:

. . . a conception, explicit or implicit, distinctive of an individual, or characteristic of a group, of the desirable, which influences selection from available modes, means and ends of action (Kluckhohn, 1952:395).

Havighurst and Taba tell us that:

Values are defined as objects or states of affairs which are desired by an individual . . . . It was assumed that a person's verbal statements are true reports of his values (1949:97).

The roles of values in society is clarified by Sister Marie's



statement that:

Values refer to widely shared conceptions of the good; societal values refer to conceptions of the good society . . . the intention of the value-oriented actor is more to bring about in time those programs, behaviors and artifacts he believes reflect the values to which he is committed (Neal, 1965:9-10).

Oliver and Shaver make clear the rationale for the concern of educators with social values.

Values are those actions or objects that are valued . . . . The values with which we are mainly concerned (in the social studies) are those political and social values--e.g., personal freedom, equality and justice, general welfare, and peace and order-- . . . . They are appropriate for discussion in a public school because they are the major concepts used by our government and private groups to justify public policies and decisions. A value judgment suggests not only that something has been judged good or bad but also that a person will act on the basis of this judgment. A social value judgment, moreover, suggests that all people should act on the basis of the judgment. Likewise, suggested actions or decisions imply the support of value judgments (Oliver-Shaver, 1966:98).

Unquestionably, an interaction between personal characteristics, transmitted relatively independently of the culture, and social factors results in various types of choices. Havighurst (1964) described several hypothetical case studies to illustrate the process through which boys in different social milieus mold their life style. The values in the home, the adult models available and identified with, the differential rewards for work versus play, for enterprise versus academic achievement, all contribute to the production of a given individual and his career pattern (Osipow, 1968:202).

Education is the main element in individual choice and the

primary agent of mobility. Educational decisions, though often made rather casually, effectively commit a person to certain courses of action by eliminating other possibilities (Osipow, 1968:203).

The scholastic goals of a student are a function of the particular set of experiences to which he has been exposed. His resulting values stem, at least in part, from his parents' beliefs, those of his neighborhood, other children in the neighborhood, and so on (Slater, 1957).

The research strategy most commonly used to study social factors underlying behavior has been to interview large numbers of students with respect to their preferences and selections and relate these selections to their familial background. Frequently, father's occupation, family income, and parental educational background have been broadly translated into social class terms (Osipow, 1968:204).

This research approach has provided a background of general assumption that in turn have nurtured generalities that become functional but difficult to define.

Mauss and Winston approached one of these definitional generalities:

For several years now we have been hearing about a "generation gap." The term has had currency primarily in popular literature, but it has been used also by social scientists and other scholars writing in professional journals . . . . In our bibliographical research generally, indeed, we were surprised at the scarcity of articles which could lay any claim to an empirical basis for postulating a generation gap. Fewer still made any attempt even to define the term. In view of the wide currency which the term

has acquired in the absence of systematic evidence, we suggest that at this particular time, at least, it qualifies for the label "myth" - which is not necessarily to deny that a generation gap exists, but only to say that it has not yet been empirically established (1971:2).

At this point, Mauss and Winston state the problem that teachers face; they react to assumptions that are based on generalities:

Difficulties with the "generation gap" concept occur both at the theoretical and at the operational levels. Theoretically, the concept partakes of the same kind of vagueness as do the concepts of "alienation" and "culture lag" which have been widely discussed and criticized. At the operational level, the situation is no better. One looks in vain for an explicit definition in most articles on the generation gap, and the implicit definitions are ambiguous and hard to extract. While at least a good guess can be made in the case of an article which employs empirical data and operational indicators, only a small proportion of the literature does so; the rest is social commentary which tends to assume that the reader already knows what the term means (1971:3).

A study by Youmans stresses the importance of studies as an approach to narrowing and defining the variables in a sub-culture using age, residence, etc., as they relate to values.

In speaking of values of rural aged, Youmans points out how misconceptions occur and are perpetuated:

It is commonly assumed that the rural aged enjoy advantages such as abundant fresh air and sunshine, work and activities out-of-doors, a simplicity of life which moves at a slower pace, and the emotional supports of close family and friends.

This idyllic picture of rural America has been created mainly by popular writers, just as the idealized version of the American cowboy has been implanted in the consciousness of America by Eastern novelists. The glorification of rural life does not appear to stand the test of careful scrutiny either in the distant past or in contemporary twentieth century industrialized America. Euripides, the popular dramatist of ancient Greece, who lived from 480 to 406 B.C., appeared aware of the

disadvantages of rural life when he said that the first requisite to happiness is that a man be born in a famous city. In the United States, Henry David Thoreau, 1817-1862, who became famous when he attempted to escape from the evils of industrialism and commercialism by becoming a hermit in the woods near Walden Pond, is alleged to have made the statement, "It makes little difference whether you are committed to a farm or to a county jail."

## Chapter 3

### PROCEDURES AND METHODOLOGY

The problem was to determine if differences between beliefs and actions of students do occur and if specific demographic items influence these beliefs and actions for a particular sample population.

#### Description of Population and Approach

The study consisted of students in grades ten, eleven, and twelve at Billings Senior High School, Billings, Montana, at the beginning of the 1972-1973 school year. This population represents a heterogeneous group of students that are in regularly scheduled classes.

The administration of School District No. 2, Billings, Montana was asked to participate in this study, and the objectives were stated. The district not only agreed to cooperate, but aided in producing the number of copies of the questionnaire required at their expense.

During the orientation period at the beginning of the 1972-1973 school year, the cooperation of the total faculty at Billings Senior High School was solicited to administer the questionnaire; 100 per cent cooperation was pledged.

A sample of at least 250 students in each grade level was desired.

## THE SURVEY QUESTIONNAIRE

Its Form and Formulation

The survey questionnaire (Appendix C, pages 159-174) contains sixteen pages. This is a modification of an instrument that was developed in 1968 by Dr. Armond Mouss at Utah State University, Logan, Utah, to test and analyze student values. A preliminary sampling to test the instrument was done in four different and widely separated areas of the United States (Connecticut, Michigan, Utah, and California). The variable tested was occupation of father. The results were reported in 1968 (Vader, 1968).

After the results were reported, an item analysis was completed to improve vague items that related to the basic value concepts. Because of the state of the art in testing and validating of human values, an attempt was made to use a variety of methods to test the results of the questionnaire.

One group of students was given the questionnaire at the beginning of a school year to identify values and then at the end of the same year to see if they had changed. The second group in the same school had the questionnaire administered at the beginning of the school year and then had their curriculum modified to focus on value dilemmas. At the end of the school year, the questionnaire was given again to see if the modified curriculum had any influence on values.

The questionnaire was then used as a basis for designing individual instructional packets around each value concept.

Beginning with Item (1) on page two of the questionnaire and continuing to page sixteen, Item (73), there are a total of 73 items. In referring to the items, we will identify them by the numbers in parentheses after the item, corresponding to the IBM card column code. Item 62 through Item 73 are of a purely descriptive nature concerning the students and were designed to be used as sources of curriculum information beyond this study. However, certain selected descriptive items were used to compare with the conceptual values. In this study we are concerned primarily with the items on pages two through six. There are three sets of items in this group (see Appendix A, pages 155-157). Those on page two of the questionnaire, numbers (1) to (8), are statements embodying general traditional American beliefs. The students were asked to indicate degrees of agreement or disagreement, or uncertainty, in relation to the statements. These were designed to determine whether or not the students were committed, at least on the verbal level, to social values implicit in the statements.

The second set of items are (9) through (16) on pages three through five of the questionnaire. These pose hypothetical situations involving the same general values (but not in the same order--see Appendix A) followed by items from which the student is to select his probable course of action in each situation. The responses are designed

to indicate whether or not the student, in his estimate of his behavior, consistently accepts the general value as a guide in choosing among alternative courses of action. Coding keys for these responses are included in Appendix A.

The third set of items (see Appendix A) with which we are primarily concerned here are the generalized statements about adult society in (17) through (24) on page six. By indicating agreement, disagreement, or uncertainty concerning these in a manner similar to the first set of items, the student gives evidence of his perception of the degree of adult acceptance of the same general values implied in the first set of questions.

#### Administration of the Questionnaire

The administration of School District No. 2, Billings, Montana was asked to participate in this study by allowing the tester to use the students at Billings Senior High School. The administration was interested in knowing what the students' values were for future curriculum development. The interest that School District No. 2 had was tangibly reflected in assisting the investigator to produce adequate copies and giving unrestricted and full cooperation to the investigator.

It was decided by the administration of Billings Senior High that the best way to get a representative sample of all students was to



use the English teachers at the sophomore level and social studies teachers at the junior and senior level. At the beginning of the 1972-1973 school year, the writer made formal presentations to the various teacher groups that would be involved. The enthusiastic approval and support of the teachers at Billings Senior High plus the size of the sample gave reasonable assurance of the representativeness of the students surveyed.

The instructional sections were selected (see Method of Collecting Data, page 16) and the writer made a brief presentation to each group of students to explain that this was an attempt to improve their curriculum, ask for their cooperation, and answer any of their questions.

To protect the promised anonymity and freedom of the young people who cooperated in this survey, the option to respond or not to respond to each individual question was allowed. The total number of students sampled was 779. Actual individual responses varied, and in most cases N was less than 779 (See Appendix D, pages 175-190).

Billings Senior High School is one of two public high schools in a consolidated district in Billings, Montana, a town of approximately 75,000.

A parochial high school with a student body of upwards of 500 is located in the community as is a system of elementary parochial schools. Two small but well established colleges are also located there.

The town is a trading center for the surrounding rural area and is the largest one within a radius of over one hundred miles. A number of factors gravitate against the provincialism and isolation which might otherwise characterize the community. Located in or near the town are large refineries, meat packing plants and a sugar factory. All three types of industry are undergoing considerable expansion at the present time. The town is adjacent to a resort area and tourism is a major economic factor; travel to and from several large metropolitan areas some distance away is not uncommon, even for the residents of the community. Centered in the town are regional headquarters for government agencies and area distributing and supervising centers for many large private industries and businesses. Supervisory and professional personnel connected with these come and go frequently. The ethnic background of the "native" population is exceedingly cosmopolitan, substantial minorities being present with Scandinavian, Italian, English, Welsh, German, and Irish backgrounds. Politically, the business and industrial community is conservative.

#### Method of Collecting Data

The teachers were listed and the number of sections of students they had was specified. Based on an average class load of twenty-seven students for the preceding year, ten sections of sophomores, ten sections of juniors, and ten sections of seniors were selected at random (see Appendix B, page 158).

### Hypothesis

The null hypothesis was that students are not committed to basic values of our society and there were no significant differences in stated student belief and a student reaction to a similar concept reflecting selected basic societal and/or American values. Specifically:

1. There are no longer any basic overall values in our society.
2. There are no significant differences between students' statements of belief and students' statements of action in value judgments.
3. There is no difference in perceptions of students when viewing adult value actions.
4. A general knowledge of students is adequate to deal with specific student populations.

A t-test was used to compare the variables. Each individual value concept in Set I (Expressed Personal Belief) was compared to Set II (Estimate of Personal Behavior) and Set III (Perception of Adult Society) to determine significant differences.

The alpha level for the experiment was .05, because it is a common level at which to check relationships and significances with this type of study.

A summary table is included which reports the t-test results.

## Chapter 4

### FINDINGS

The findings are grouped in sections according to the particular value concept involved as it is related to the demographic factors of Education of Mothers, Education of Fathers, Mother's Employment, Race, Age, Religion, and Residence.

Each demographic variable is reflected in terms of number of responses in each category as it relates to each question in each set (Set I, Expressed Personal Belief; Set II, Estimate of Personal Behavior; Set III, Perception of Adult Society) that reflect an identified value concept. Each set was compared by using a t-test and an 0.5 level of significance. All sets and concepts when compared showed significant differences except Education..

These responses are then narrowed and reduced to reflect either positive or negative responses as reflected in Appendix A, pages 155 through 157.

Due to the openness of the instructions to the students that allowed them the option of responding or not responding to individual items, the totals usually will be less than N, which means at no time was there 100 per cent response to any item.

Table 1.1

Value Concept: Respect for Legitimate Authority

Demographic Factor: Education of Mothers

N = 779<sup>1</sup>Item 1<sup>2</sup>

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|------------------------|----------|----|----------|----|-----------|----|--------------|----|
|                        | #        | %  | #        | %  | #         | %  | #            | %  |
| Some grade school      | 14       | 58 | 8        | 32 | 2         | 8  |              |    |
| Finish grade school    | 24       | 68 | 6        | 17 | 4         | 11 |              |    |
| Some high school       | 98       | 70 | 28       | 19 | 9         | 6  |              |    |
| Finish high school     | 169      | 70 | 58       | 23 | 11        | 4  |              |    |
| Some college           | 85       | 70 | 26       | 21 | 8         | 6  |              |    |
| Finish college         | 72       | 83 | 8        | 9  | 6         | 6  |              |    |
| Attend graduate school | 20       | 76 | 6        | 22 | 0         | 0  |              |    |
| Didn't know            | 20       | 64 | 9        | 29 | 2         | 6  |              |    |
| Totals                 | 502      | 64 | 149      | 19 | 42        | 5  | 86           | 12 |

Item 13

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|------------------------|----------|----|----------|----|-----------|----|--------------|----|
|                        | #        | %  | #        | %  | #         | %  | #            | %  |
| Some grade school      | 8        | 33 | 8        | 33 | 6         | 24 |              |    |
| Finish grade school    | 16       | 45 | 8        | 22 | 9         | 24 |              |    |
| Some high school       | 61       | 44 | 27       | 19 | 46        | 32 |              |    |
| Finish high school     | 105      | 43 | 48       | 20 | 79        | 32 |              |    |
| Some college           | 62       | 51 | 18       | 15 | 37        | 30 |              |    |
| Finish college         | 48       | 55 | 9        | 10 | 28        | 31 |              |    |
| Attend graduate school | 13       | 49 | 1        | 3  | 11        | 41 |              |    |
| Didn't know            | 17       | 54 | 7        | 22 | 6         | 19 |              |    |
| Totals                 | 330      | 42 | 126      | 16 | 222       | 28 | 101          | 14 |

Item 20

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|------------------------|----------|----|----------|----|-----------|----|--------------|----|
|                        | #        | %  | #        | %  | #         | %  | #            | %  |
| Some grade school      | 10       | 41 | 12       | 49 | 2         | 8  |              |    |
| Finish grade school    | 14       | 39 | 19       | 53 | 1         | 2  |              |    |
| Some high school       | 42       | 30 | 81       | 58 | 14        | 10 |              |    |
| Finish high school     | 110      | 45 | 114      | 47 | 14        | 5  |              |    |
| Some college           | 52       | 42 | 54       | 44 | 13        | 10 |              |    |
| Finish college         | 45       | 52 | 34       | 38 | 6         | 6  |              |    |
| Attend graduate school | 8        | 30 | 14       | 53 | 4         | 15 |              |    |
| Didn't know            | 14       | 44 | 12       | 38 | 5         | 16 |              |    |
| Totals                 | 295      | 38 | 340      | 44 | 59        | 8  | 85           | 10 |

<sup>1</sup>Total number of students surveyed<sup>2</sup>Refers to items on questionnaire, Appendix C. Also see Appendix A for explanation of relationship of groups of items.

Table 1.1 (Continued)

## Item 1 - Expressed Personal Belief

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Some grade school   | 4        | 16 | 4   | 16 | 8   | 33 | 6   | 25 | 2  | 8  |
| Finish grade school | 0        | 0  | 6   | 17 | 10  | 28 | 14  | 40 | 4  | 11 |
| Some high school    | 8        | 5  | 20  | 14 | 42  | 30 | 56  | 40 | 9  | 6  |
| Finish high school  | 14       | 5  | 44  | 18 | 53  | 22 | 116 | 48 | 11 | 4  |
| Some college        | 2        | 1  | 24  | 20 | 27  | 22 | 58  | 48 | 8  | 6  |
| Finish college      | 0        | 0  | 8   | 9  | 27  | 31 | 45  | 52 | 6  | 6  |
| Attend grad school  | 3        | 11 | 3   | 11 | 5   | 19 | 15  | 57 | 0  | 0  |
| Didn't know         | 0        | 0  | 9   | 29 | 11  | 35 | 9   | 29 | 2  | 6  |
| Totals              | 31       |    | 118 |    | 183 |    | 319 |    | 42 |    |

## Item 13 - Estimate of Personal Behavior

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Some grade school   | 2        | 8  | 8   | 33 | 5   | 20 | 6   | 25 | 1  | 4  |
| Finish grade school | 4        | 11 | 8   | 22 | 8   | 22 | 12  | 34 | 1  | 2  |
| Some high school    | 18       | 13 | 27  | 19 | 41  | 29 | 43  | 31 | 5  | 3  |
| Finish high school  | 28       | 11 | 48  | 20 | 59  | 28 | 77  | 32 | 10 | 4  |
| Some college        | 18       | 15 | 18  | 15 | 30  | 25 | 44  | 36 | 7  | 5  |
| Finish college      | 7        | 8  | 9   | 10 | 22  | 25 | 41  | 47 | 6  | 6  |
| Attend grad school  | 2        | 7  | 1   | 3  | 8   | 30 | 11  | 42 | 3  | 11 |
| Didn't know         | 3        | 9  | 7   | 22 | 5   | 16 | 14  | 45 | 1  | 3  |
| Totals              | 82       |    | 126 |    | 188 |    | 248 |    | 34 |    |

## Item 20 - Perception of Adult Society

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Some grade school   | 4        | 16 | 8   | 33 | 8   | 33 | 2   | 8  | 2  | 8  |
| Finish grade school | 8        | 22 | 11  | 31 | 8   | 22 | 6   | 17 | 1  | 2  |
| Some high school    | 26       | 18 | 55  | 40 | 28  | 20 | 14  | 10 | 14 | 10 |
| Finish high school  | 32       | 13 | 82  | 34 | 68  | 28 | 42  | 17 | 14 | 5  |
| Some college        | 14       | 11 | 40  | 33 | 33  | 27 | 19  | 15 | 13 | 10 |
| Finish college      | 5        | 5  | 29  | 33 | 32  | 37 | 13  | 15 | 6  | 6  |
| Attend grad school  | 2        | 7  | 12  | 46 | 6   | 23 | 2   | 7  | 4  | 15 |
| Didn't know         | 6        | 19 | 6   | 19 | 8   | 25 | 6   | 19 | 5  | 16 |
| Totals              | 97       |    | 243 |    | 191 |    | 104 |    | 59 |    |

Table 1.2

Value Concept: Respect for Legitimate Authority  
 Demographic Factor: Education of Fathers  
 N = 779<sup>1</sup>

Item 1<sup>2</sup>

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |   | NON-RESPONSE |   |
|------------------------|----------|----|----------|----|-----------|---|--------------|---|
|                        | #        | %  | #        | %  | #         | % | #            | % |
| Some grade school      | 11       | 61 | 6        | 33 | 1         | 5 |              |   |
| Finish grade school    | 41       | 75 | 9        | 16 | 3         | 5 |              |   |
| Some high school       | 143      | 68 | 45       | 21 | 15        | 7 |              |   |
| Finish high school     | 115      | 69 | 38       | 22 | 8         | 4 |              |   |
| Some college           | 68       | 77 | 17       | 18 | 3         | 3 |              |   |
| Finish college         | 72       | 75 | 15       | 15 | 8         | 8 |              |   |
| Attend graduate school | 40       | 76 | 8        | 14 | 4         | 7 |              |   |
| Didn't know            | 34       | 66 | 14       | 26 | 3         | 5 |              |   |
| Totals                 | 524      | 67 | 152      | 20 | 45        | 6 | 58           | 7 |

## Item 13

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|------------------------|----------|----|----------|----|-----------|----|--------------|----|
|                        | #        | %  | #        | %  | #         | %  | #            | %  |
| Some grade school      | 7        | 38 | 3        | 16 | 8         | 44 |              |    |
| Finish grade school    | 28       | 50 | 10       | 18 | 14        | 25 |              |    |
| Some high school       | 87       | 41 | 37       | 18 | 73        | 35 |              |    |
| Finish high school     | 76       | 46 | 35       | 21 | 46        | 27 |              |    |
| Some college           | 42       | 47 | 15       | 17 | 26        | 28 |              |    |
| Finish college         | 50       | 52 | 13       | 13 | 32        | 33 |              |    |
| Attend graduate school | 25       | 47 | 9        | 17 | 18        | 34 |              |    |
| Didn't know            | 23       | 44 | 11       | 21 | 16        | 30 |              |    |
| Totals                 | 338      | 43 | 133      | 17 | 233       | 30 | 75           | 10 |

## Item 20

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|------------------------|----------|----|----------|----|-----------|----|--------------|---|
|                        | #        | %  | #        | %  | #         | %  | #            | % |
| Some grade school      | 6        | 33 | 9        | 49 | 3         | 16 |              |   |
| Finish grade school    | 18       | 33 | 33       | 60 | 3         | 5  |              |   |
| Some high school       | 78       | 37 | 112      | 54 | 13        | 6  |              |   |
| Finish high school     | 70       | 42 | 76       | 45 | 9         | 1  |              |   |
| Some college           | 37       | 41 | 42       | 46 | 9         | 10 |              |   |
| Finish college         | 52       | 54 | 32       | 33 | 11        | 11 |              |   |
| Attend graduate school | 23       | 44 | 25       | 47 | 4         | 7  |              |   |
| Didn't know            | 21       | 40 | 25       | 48 | 5         | 9  |              |   |
| Totals                 | 305      | 39 | 354      | 45 | 57        | 7  | 65           | 9 |

<sup>1</sup>Total number of students surveyed

<sup>2</sup>Refers to items on questionnaire, Appendix C. See also Appendix A for explanation of relationship of groups of items.

Table 1.2 (Continued)

## Item 1 - Expressed Personal Belief

|                     | Response |   |     |    |     |    |     |    |    |   |
|---------------------|----------|---|-----|----|-----|----|-----|----|----|---|
|                     | #        | % | #   | %  | #   | %  | #   | %  | #  | % |
| Some grade school   | 0        | 0 | 6   | 33 | 9   | 50 | 2   | 11 | 1  | 5 |
| Finish grade school | 3        | 5 | 6   | 11 | 19  | 35 | 22  | 40 | 3  | 5 |
| Some high school    | 9        | 4 | 36  | 17 | 49  | 23 | 94  | 45 | 15 | 7 |
| Finish high school  | 6        | 3 | 32  | 19 | 42  | 25 | 73  | 44 | 8  | 4 |
| Some college        | 4        | 4 | 13  | 14 | 22  | 25 | 46  | 63 | 3  | 3 |
| Finish college      | 7        | 7 | 8   | 8  | 24  | 25 | 48  | 50 | 8  | 8 |
| Attend grad school  | 1        | 1 | 7   | 13 | 11  | 21 | 29  | 55 | 4  | 7 |
| Didn't know         | 1        | 1 | 13  | 25 | 18  | 35 | 16  | 31 | 3  | 5 |
| Totals              | 31       |   | 121 |    | 194 |    | 330 |    | 45 |   |

## Item 13 - Estimate of Personal Behavior

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Some grade school   | 2        | 11 | 3   | 16 | 8   | 44 | 5   | 27 | 0  | 0  |
| Finish grade school | 7        | 12 | 10  | 18 | 11  | 20 | 21  | 38 | 3  | 5  |
| Some high school    | 20       | 9  | 37  | 18 | 64  | 31 | 67  | 32 | 9  | 4  |
| Finish high school  | 25       | 15 | 35  | 21 | 42  | 25 | 51  | 31 | 4  | 2  |
| Some college        | 9        | 10 | 15  | 17 | 21  | 23 | 33  | 37 | 5  | 5  |
| Finish college      | 7        | 7  | 13  | 13 | 26  | 27 | 43  | 45 | 6  | 6  |
| Attend grad school  | 7        | 13 | 9   | 17 | 10  | 19 | 18  | 34 | 8  | 15 |
| Didn't know         | 6        | 11 | 11  | 21 | 14  | 27 | 17  | 33 | 2  | 3  |
| Totals              | 83       |    | 133 |    | 196 |    | 255 |    | 37 |    |

## Item 20 - Perception of Adult Society

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Some grade school   | 4        | 22 | 5   | 27 | 4   | 22 | 2   | 11 | 3  | 16 |
| Finish grade school | 8        | 14 | 25  | 46 | 13  | 24 | 5   | 9  | 3  | 5  |
| Some high school    | 35       | 17 | 77  | 37 | 52  | 25 | 26  | 12 | 13 | 6  |
| Finish high school  | 24       | 14 | 52  | 31 | 45  | 27 | 25  | 15 | 9  | 1  |
| Some college        | 13       | 14 | 29  | 32 | 26  | 29 | 11  | 12 | 9  | 10 |
| Finish college      | 7        | 7  | 25  | 26 | 32  | 33 | 20  | 21 | 11 | 11 |
| Attend grad school  | 4        | 7  | 21  | 40 | 13  | 25 | 10  | 19 | 4  | 7  |
| Didn't know         | 8        | 15 | 17  | 33 | 13  | 25 | 8   | 15 | 5  | 9  |
| Totals              | 103      |    | 251 |    | 198 |    | 107 |    | 57 |    |



Table 1.3

Value Concept: Respect for Legitimate Authority  
 Demographic Factor: Mother's Employment  
 N = 779<sup>1</sup>

Item 1<sup>2</sup>

|                  | POSITIVE |    | NEGATIVE |    | UNCERTAIN |   | NON-RESPONSE |   |
|------------------|----------|----|----------|----|-----------|---|--------------|---|
|                  | #        | %  | #        | %  | #         | % | #            | % |
| Full-time        | 162      | 69 | 56       | 23 | 13        | 5 |              |   |
| Part-time        | 109      | 72 | 30       | 19 | 9         | 6 |              |   |
| Not outside home | 245      | 73 | 64       | 18 | 22        | 6 |              |   |
| Totals           | 516      | 66 | 150      | 19 | 44        | 6 | 69           | 9 |

## Item 13

|                  | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|------------------|----------|----|----------|----|-----------|----|--------------|----|
|                  | #        | %  | #        | %  | #         | %  | #            | %  |
| Full-time        | 106      | 44 | 35       | 15 | 82        | 34 |              |    |
| Part-time        | 76       | 50 | 26       | 17 | 46        | 30 |              |    |
| Not outside home | 151      | 44 | 68       | 20 | 103       | 30 |              |    |
| Totals           | 333      | 43 | 129      | 16 | 231       | 30 | 86           | 11 |

## Item 20

|                  | POSITIVE |    | NEGATIVE |    | UNCERTAIN |   | NON-RESPONSE |   |
|------------------|----------|----|----------|----|-----------|---|--------------|---|
|                  | #        | %  | #        | %  | #         | % | #            | % |
| Full-time        | 92       | 39 | 118      | 49 | 22        | 9 |              |   |
| Part-time        | 60       | 40 | 79       | 52 | 10        | 6 |              |   |
| Not outside home | 150      | 44 | 150      | 44 | 30        | 9 |              |   |
| Totals           | 302      | 39 | 347      | 45 | 62        | 8 | 68           | 8 |

<sup>1</sup>Total number of students surveyed

<sup>2</sup>Refers to items on questionnaire, Appendix C. See also Appendix A for explanation of relationship of groups of items.

Table 1.3 (Continued)

## Item 1 - Expressed Personal Belief

|                  | Response |   |     |    |     |    |     |    |    |   |
|------------------|----------|---|-----|----|-----|----|-----|----|----|---|
|                  | #        | % | #   | %  | #   | %  | #   | %  | #  | % |
| Full-time        | 9        | 3 | 47  | 20 | 56  | 24 | 106 | 45 | 13 | 5 |
| Part-time        | 7        | 4 | 23  | 15 | 50  | 33 | 59  | 39 | 9  | 6 |
| Not outside home | 13       | 4 | 49  | 14 | 84  | 25 | 161 | 48 | 22 | 6 |
| Totals           | 31       |   | 119 |    | 190 |    | 326 |    | 44 |   |

## Item 13 - Estimate of Personal Behavior

|                  | Response |    |     |    |     |    |     |    |    |   |
|------------------|----------|----|-----|----|-----|----|-----|----|----|---|
|                  | #        | %  | #   | %  | #   | %  | #   | %  | #  | % |
| Full-time        | 32       | 13 | 35  | 15 | 66  | 28 | 74  | 31 | 16 | 6 |
| Part-time        | 20       | 13 | 26  | 17 | 39  | 26 | 56  | 37 | 7  | 4 |
| Not outside home | 29       | 8  | 68  | 20 | 89  | 26 | 122 | 36 | 14 | 4 |
| Totals           | 81       |    | 129 |    | 194 |    | 252 |    | 37 |   |

## Item 20 - Perception of Adult Society Response

|                  | Response |    |     |    |     |    |     |    |    |   |
|------------------|----------|----|-----|----|-----|----|-----|----|----|---|
|                  | #        | %  | #   | %  | #   | %  | #   | %  | #  | % |
| Full-time        | 37       | 15 | 81  | 34 | 59  | 25 | 33  | 14 | 22 | 9 |
| Part-time        | 14       | 9  | 65  | 43 | 39  | 26 | 21  | 14 | 10 | 6 |
| Not outside home | 51       | 15 | 99  | 29 | 99  | 29 | 51  | 15 | 30 | 9 |
| Totals           | 102      |    | 245 |    | 197 |    | 105 |    | 62 |   |

Table 1.4

Value Concept: Respect for Legitimate Authority  
 Demographic Factor: Comparison of Race  
 N = 779<sup>1</sup>

Item 1<sup>2</sup>

|                  | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|------------------|----------|----|----------|----|-----------|----|--------------|---|
|                  | #        | %  | #        | %  | #         | %  | #            | % |
| Negro            | 8        | 80 | 1        | 10 | 1         | 10 |              |   |
| Oriental         | 5        | 83 | 1        | 16 | 0         | 0  |              |   |
| White            | 492      | 73 | 131      | 18 | 37        | 5  |              |   |
| Spanish-American | 10       | 54 | 6        | 32 | 2         | 11 |              |   |
| Other            | 11       | 40 | 11       | 40 | 5         | 18 |              |   |
| Totals           | 526      | 68 | 150      | 19 | 45        | 6  | 58           | 7 |

## Item 13

|                  | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|------------------|----------|----|----------|----|-----------|----|--------------|---|
|                  | #        | %  | #        | %  | #         | %  | #            | % |
| Negro            | 6        | 60 | 2        | 20 | 2         | 20 |              |   |
| Oriental         | 2        | 32 | 1        | 16 | 3         | 50 |              |   |
| White            | 313      | 46 | 119      | 17 | 211       | 30 |              |   |
| Spanish-American | 9        | 49 | 4        | 22 | 5         | 27 |              |   |
| Other            | 9        | 32 | 6        | 22 | 12        | 44 |              |   |
| Totals           | 339      | 44 | 132      | 17 | 233       | 30 | 75           | 9 |

## Item 20

|                  | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|------------------|----------|----|----------|----|-----------|----|--------------|---|
|                  | #        | %  | #        | %  | #         | %  | #            | % |
| Negro            | 1        | 10 | 8        | 80 | 1         | 10 |              |   |
| Oriental         | 3        | 49 | 3        | 50 | 0         | 0  |              |   |
| White            | 287      | 42 | 320      | 47 | 54        | 8  |              |   |
| Spanish-American | 7        | 38 | 3        | 44 | 3         | 16 |              |   |
| Other            | 10       | 36 | 12       | 43 | 5         | 18 |              |   |
| Totals           | 308      | 40 | 351      | 45 | 63        | 8  | 57           | 7 |

<sup>1</sup>Total number of students surveyed

<sup>2</sup>Refers to items on questionnaire, Appendix C. See also Appendix A for explanation of relationship of groups of items.

Table 1.4 (Continued)

## Item 1 - Expressed Personal Belief

|                  | Response |    |     |    |     |    |     |    |    |    |
|------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                  | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Negro            | 0        | 0  | 1   | 10 | 5   | 50 | 3   | 30 | 1  | 10 |
| Oriental         | 0        | 0  | 1   | 16 | 3   | 50 | 2   | 33 | 0  | 0  |
| White            | 25       | 3  | 106 | 15 | 180 | 27 | 312 | 46 | 37 | 5  |
| Spanish-American | 3        | 16 | 3   | 16 | 5   | 27 | 5   | 27 | 2  | 11 |
| Other            | 3        | 11 | 8   | 29 | 3   | 11 | 8   | 29 | 5  | 18 |
| Totals           | 31       |    | 129 |    | 196 |    | 330 |    | 45 |    |

## Item 13 - Estimate of Personal Behavior

|                  | Response |    |     |    |     |    |     |    |    |    |
|------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                  | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Negro            | 2        | 20 | 2   | 20 | 2   | 20 | 4   | 40 | 0  | 0  |
| Oriental         | 1        | 16 | 1   | 16 | 3   | 50 | 1   | 16 | 0  | 0  |
| White            | 74       | 11 | 119 | 17 | 179 | 26 | 239 | 35 | 32 | 4  |
| Spanish-American | 2        | 11 | 4   | 22 | 5   | 27 | 7   | 38 | 0  | 0  |
| Other            | 2        | 7  | 6   | 22 | 9   | 33 | 7   | 25 | 3  | 11 |
| Totals           | 81       |    | 132 |    | 198 |    | 258 |    | 35 |    |

## Item 20 - Perception of Adult Society's Response

|                  | Response |    |     |    |     |    |     |    |    |    |
|------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                  | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Negro            | 0        | 0  | 8   | 80 | 1   | 10 | 0   | 0  | 1  | 10 |
| Oriental         | 0        | 0  | 3   | 50 | 1   | 16 | 2   | 33 | 0  | 0  |
| White            | 94       | 14 | 226 | 33 | 191 | 28 | 96  | 14 | 54 | 8  |
| Spanish-American | 4        | 22 | 4   | 22 | 5   | 27 | 2   | 11 | 3  | 16 |
| Other            | 4        | 14 | 8   | 29 | 5   | 18 | 5   | 18 | 5  | 18 |
| Totals           | 102      |    | 249 |    | 203 |    | 105 |    | 63 |    |

Table 1.5

Value Concept: Respect for Legitimate Authority  
 Demographic Factor: Comparison of Age  
 N = 779<sup>1</sup>

Item 1<sup>2</sup>

|           | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|-----------|----------|----|----------|----|-----------|----|--------------|---|
|           | #        | %  | #        | %  | #         | %  | #            | % |
| Fifteen   | 10       | 76 | 1        | 7  | 2         | 15 |              |   |
| Sixteen   | 56       | 68 | 23       | 27 | 1         | 1  |              |   |
| Seventeen | 167      | 66 | 61       | 24 | 19        | 7  |              |   |
| Eighteen  | 176      | 75 | 37       | 15 | 18        | 7  |              |   |
| Nineteen  | 109      | 77 | 25       | 17 | 6         | 4  |              |   |
| Other     | 8        | 56 | 5        | 35 | 0         | 0  |              |   |
| Totals    | 526      | 68 | 152      | 20 | 46        | 6  | 55           | 6 |

Item 13

|           | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|-----------|----------|----|----------|----|-----------|----|--------------|---|
|           | #        | %  | #        | %  | #         | %  | #            | % |
| Fifteen   | 4        | 30 | 4        | 30 | 5         | 37 |              |   |
| Sixteen   | 37       | 45 | 14       | 17 | 28        | 34 |              |   |
| Seventeen | 120      | 47 | 42       | 16 | 78        | 30 |              |   |
| Eighteen  | 104      | 44 | 49       | 21 | 72        | 30 |              |   |
| Nineteen  | 65       | 45 | 23       | 16 | 49        | 34 |              |   |
| Other     | 9        | 63 | 0        | 0  | 5         | 35 |              |   |
| Totals    | 339      | 44 | 132      | 17 | 237       | 30 | 71           | 9 |

Item 20

|           | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|-----------|----------|----|----------|----|-----------|----|--------------|---|
|           | #        | %  | #        | %  | #         | %  | #            | % |
| Fifteen   | 6        | 45 | 7        | 53 | 0         | 0  |              |   |
| Sixteen   | 38       | 46 | 35       | 42 | 8         | 9  |              |   |
| Seventeen | 109      | 43 | 112      | 44 | 27        | 10 |              |   |
| Eighteen  | 95       | 40 | 114      | 48 | 22        | 9  |              |   |
| Nineteen  | 56       | 39 | 76       | 53 | 7         | 5  |              |   |
| Other     | 7        | 49 | 6        | 49 | 0         | 0  |              |   |
| Totals    | 311      | 40 | 350      | 45 | 64        | 8  | 54           | 7 |

<sup>1</sup>Total number of students surveyed

<sup>2</sup>Refers to items on questionnaire, Appendix C. See also Appendix A for explanation of relationship of groups of items.

Table 1.5 (Continued)

## Item 1 - Expressed Personal Belief

|           | Response |   |     |    |     |    |     |    |    |    |
|-----------|----------|---|-----|----|-----|----|-----|----|----|----|
|           | #        | % | #   | %  | #   | %  | #   | %  | #  | %  |
| Fifteen   | 1        | 7 | 0   | 0  | 5   | 38 | 5   | 38 | 2  | 15 |
| Sixteen   | 4        | 4 | 19  | 23 | 20  | 24 | 36  | 44 | 1  | 1  |
| Seventeen | 8        | 3 | 53  | 21 | 65  | 26 | 102 | 40 | 19 | 7  |
| Eighteen  | 9        | 3 | 28  | 12 | 66  | 28 | 110 | 47 | 18 | 7  |
| Nineteen  | 8        | 5 | 17  | 12 | 35  | 25 | 74  | 52 | 6  | 4  |
| Other     | 1        | 7 | 4   | 28 | 4   | 28 | 4   | 28 | 0  | 0  |
| Totals    | 31       |   | 121 |    | 195 |    | 331 |    | 46 |    |

## Item 13 - Estimate of Personal Behavior

|           | Response |    |     |    |     |    |     |    |    |    |
|-----------|----------|----|-----|----|-----|----|-----|----|----|----|
|           | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Fifteen   | 0        | 0  | 4   | 30 | 4   | 30 | 4   | 30 | 1  | 7  |
| Sixteen   | 11       | 13 | 14  | 17 | 26  | 32 | 26  | 32 | 2  | 2  |
| Seventeen | 28       | 11 | 42  | 16 | 69  | 27 | 92  | 36 | 9  | 3  |
| Eighteen  | 24       | 10 | 49  | 21 | 59  | 25 | 80  | 34 | 13 | 5  |
| Nineteen  | 15       | 10 | 23  | 16 | 41  | 29 | 50  | 35 | 8  | 5  |
| Other     | 3        | 21 | 0   | 0  | 3   | 21 | 6   | 42 | 2  | 14 |
| Totals    | 81       |    | 132 |    | 202 |    | 258 |    | 35 |    |

## Item 20 - Perception of Adult Society Response

|           | Response |    |     |    |     |    |     |    |    |    |
|-----------|----------|----|-----|----|-----|----|-----|----|----|----|
|           | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Fifteen   | 3        | 23 | 4   | 30 | 4   | 30 | 2   | 15 | 0  | 0  |
| Sixteen   | 11       | 13 | 24  | 29 | 19  | 23 | 19  | 23 | 8  | 9  |
| Seventeen | 31       | 12 | 81  | 32 | 74  | 29 | 35  | 14 | 27 | 10 |
| Eighteen  | 34       | 14 | 80  | 34 | 66  | 28 | 29  | 12 | 22 | 9  |
| Nineteen  | 23       | 16 | 53  | 37 | 36  | 25 | 20  | 14 | 7  | 5  |
| Other     | 1        | 7  | 6   | 42 | 5   | 35 | 2   | 14 | 0  | 0  |
| Totals    | 103      |    | 248 |    | 204 |    | 107 |    | 64 |    |

Table 1.6

Value Concept: Respect for Legitimate Authority  
 Demographic Factor: Religion  
 N = 779<sup>1</sup>

Item 1<sup>2</sup>

|                | POSITIVE |    | NEGATIVE |    | UNCERTAIN |   | NON-RESPONSE |    |
|----------------|----------|----|----------|----|-----------|---|--------------|----|
|                | #        | %  | #        | %  | #         | % | #            | %  |
| Protestant     | 197      | 77 | 42       | 17 | 11        | 4 |              |    |
| Roman Catholic | 130      | 72 | 38       | 20 | 9         | 5 |              |    |
| Jewish         | 8        | 88 | 1        | 11 | 0         | 0 |              |    |
| LDS            | 14       | 70 | 5        | 25 | 1         | 5 |              |    |
| Other          | 128      | 68 | 43       | 22 | 12        | 6 |              |    |
| Totals         | 477      | 61 | 129      | 17 | 33        | 4 | 170          | 18 |

## Item 13

|                | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|----------------|----------|----|----------|----|-----------|----|--------------|----|
|                | #        | %  | #        | %  | #         | %  | #            | %  |
| Protestant     | 130      | 50 | 39       | 15 | 77        | 30 |              |    |
| Roman Catholic | 92       | 51 | 32       | 18 | 50        | 27 |              |    |
| Jewish         | 2        | 22 | 2        | 22 | 5         | 55 |              |    |
| LDS            | 9        | 45 | 3        | 15 | 6         | 30 |              |    |
| Other          | 74       | 39 | 36       | 19 | 67        | 35 |              |    |
| Totals         | 307      | 39 | 112      | 14 | 205       | 26 | 155          | 21 |

## Item 20

|                | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|----------------|----------|----|----------|----|-----------|----|--------------|----|
|                | #        | %  | #        | %  | #         | %  | #            | %  |
| Protestant     | 89       | 46 | 124      | 48 | 16        | 6  |              |    |
| Roman Catholic | 73       | 40 | 83       | 46 | 20        | 11 |              |    |
| Jewish         | 2        | 22 | 6        | 66 | 1         | 11 |              |    |
| LDS            | 9        | 45 | 10       | 50 | 1         | 5  |              |    |
| Other          | 77       | 40 | 94       | 49 | 14        | 7  |              |    |
| Totals         | 250      | 32 | 317      | 41 | 52        | 7  | 160          | 20 |

<sup>1</sup>Total number of students surveyed

<sup>2</sup>Refers to items on questionnaire, Appendix C. See also Appendix A for explanation of relationship of groups of items.

Table 1.6 (Continued)

## Item 1 - Expressed Personal Belief

|                | Response |   |     |    |     |    |     |    |    |   |
|----------------|----------|---|-----|----|-----|----|-----|----|----|---|
|                | #        | % | #   | %  | #   | %  | #   | %  | #  | % |
| Protestant     | 7        | 2 | 35  | 13 | 67  | 26 | 130 | 51 | 11 | 4 |
| Roman Catholic | 8        | 4 | 30  | 16 | 44  | 24 | 86  | 48 | 9  | 5 |
| Jewish         | 0        | 0 | 1   | 11 | 7   | 77 | 1   | 11 | 0  | 0 |
| LDS            | 0        | 0 | 5   | 25 | 3   | 15 | 11  | 55 | 1  | 5 |
| Other          | 11       | 5 | 32  | 17 | 51  | 27 | 77  | 41 | 12 | 6 |
| Totals         | 26       |   | 103 |    | 172 |    | 324 |    | 33 |   |

## Item 13 - Estimate of Personal Behavior

|                | Response |    |     |    |     |    |     |    |    |   |
|----------------|----------|----|-----|----|-----|----|-----|----|----|---|
|                | #        | %  | #   | %  | #   | %  | #   | %  | #  | % |
| Protestant     | 30       | 11 | 39  | 15 | 63  | 25 | 100 | 39 | 14 | 5 |
| Roman Catholic | 18       | 10 | 32  | 18 | 42  | 23 | 74  | 41 | 8  | 4 |
| Jewish         | 0        | 0  | 2   | 22 | 5   | 55 | 2   | 22 | 0  | 0 |
| LDS            | 4        | 20 | 3   | 15 | 5   | 25 | 5   | 25 | 1  | 5 |
| Other          | 25       | 13 | 36  | 19 | 58  | 31 | 49  | 26 | 9  | 4 |
| Totals         | 77       |    | 112 |    | 173 |    | 230 |    | 32 |   |

## Item 20 - Perception of Adult Society

|                | Response |    |     |    |     |    |    |    |    |    |
|----------------|----------|----|-----|----|-----|----|----|----|----|----|
|                | #        | %  | #   | %  | #   | %  | #  | %  | #  | %  |
| Protestant     | 30       | 11 | 94  | 37 | 76  | 30 | 35 | 13 | 16 | 6  |
| Roman Catholic | 27       | 15 | 56  | 31 | 46  | 25 | 27 | 15 | 20 | 11 |
| Jewish         | 0        | 0  | 6   | 66 | 0   | 0  | 2  | 22 | 1  | 11 |
| LDS            | 4        | 20 | 6   | 30 | 5   | 25 | 4  | 20 | 1  | 5  |
| Other          | 27       | 14 | 67  | 35 | 52  | 27 | 25 | 13 | 14 | 7  |
| Totals         | 88       |    | 229 |    | 179 |    | 93 |    | 52 |    |



Table 1.7

Value Concept: Respect for Legitimate Authority  
 Demographic Factor: Residence  
 N = 779<sup>1</sup>

Item 1<sup>2</sup>

|                       | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|-----------------------|----------|----|----------|----|-----------|----|--------------|---|
|                       | #        | %  | #        | %  | #         | %  | #            | % |
| Father and mother     | 393      | 75 | 96       | 17 | 25        | 4  |              |   |
| Father and stepmother | 8        | 35 | 9        | 40 | 5         | 22 |              |   |
| Mother and stepfather | 41       | 68 | 14       | 23 | 4         | 6  |              |   |
| Mother only           | 50       | 64 | 19       | 24 | 7         | 9  |              |   |
| Father only           | 13       | 67 | 4        | 20 | 2         | 10 |              |   |
| Other                 | 22       | 64 | 9        | 25 | 3         | 8  |              |   |
| Totals                | 527      | 68 | 151      | 19 | 46        | 6  | 55           | 7 |

## Item 13

|                       | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|-----------------------|----------|----|----------|----|-----------|----|--------------|---|
|                       | #        | %  | #        | %  | #         | %  | #            | % |
| Father and mother     | 240      | 46 | 96       | 18 | 166       | 31 |              |   |
| Father and stepmother | 9        | 40 | 2        | 9  | 10        | 45 |              |   |
| Mother and stepfather | 29       | 48 | 13       | 22 | 14        | 23 |              |   |
| Mother only           | 41       | 52 | 10       | 12 | 25        | 31 |              |   |
| Father only           | 10       | 51 | 3        | 15 | 5         | 26 |              |   |
| Other                 | 11       | 31 | 9        | 26 | 13        | 37 |              |   |
| Totals                | 340      | 44 | 133      | 17 | 233       | 30 | 73           | 9 |

## Item 20

|                       | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |   |
|-----------------------|----------|----|----------|----|-----------|----|--------------|---|
|                       | #        | %  | #        | %  | #         | %  | #            | % |
| Father and mother     | 233      | 44 | 242      | 46 | 38        | 7  |              |   |
| Father and stepmother | 7        | 31 | 13       | 58 | 2         | 9  |              |   |
| Mother and stepfather | 23       | 38 | 32       | 53 | 4         | 6  |              |   |
| Mother only           | 30       | 38 | 35       | 44 | 12        | 15 |              |   |
| Father only           | 6        | 31 | 10       | 52 | 3         | 15 |              |   |
| Other                 | 10       | 28 | 20       | 58 | 4         | 11 |              |   |
| Totals                | 309      | 40 | 352      | 45 | 63        | 8  | 55           | 7 |

<sup>1</sup>Total number of students surveyed

<sup>2</sup>Refers to items on questionnaire, Appendix C. See also Appendix A for explanation of relationship of groups of items.

Table 1.7 (Continued)

## Item 1 - Expressed Personal Belief

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Father & mother     | 19       | 3  | 77  | 14 | 137 | 26 | 256 | 49 | 24 | 4  |
| Father & stepmother | 2        | 9  | 7   | 31 | 3   | 13 | 5   | 22 | 5  | 22 |
| Mother & stepfather | 2        | 3  | 12  | 20 | 17  | 28 | 24  | 40 | 4  | 6  |
| Mother only         | 2        | 2  | 17  | 22 | 22  | 28 | 28  | 36 | 7  | 9  |
| Father only         | 2        | 10 | 2   | 10 | 6   | 31 | 7   | 36 | 2  | 10 |
| Other               | 4        | 11 | 5   | 14 | 11  | 32 | 11  | 32 | 3  | 8  |
| Totals              | 31       |    | 120 |    | 196 |    | 331 |    | 45 |    |

## Item 13 - Estimate of Personal Behavior

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Father & mother     | 53       | 10 | 96  | 18 | 142 | 27 | 187 | 36 | 24 | 4  |
| Father & stepmother | 0        | 0  | 2   | 9  | 8   | 36 | 9   | 40 | 2  | 9  |
| Mother & stepfather | 8        | 13 | 13  | 22 | 13  | 22 | 21  | 35 | 1  | 1  |
| Mother only         | 13       | 16 | 10  | 12 | 23  | 29 | 28  | 36 | 2  | 2  |
| Father only         | 1        | 5  | 3   | 15 | 4   | 21 | 9   | 46 | 1  | 5  |
| Other               | 6        | 17 | 9   | 26 | 8   | 23 | 5   | 14 | 5  | 14 |
| Totals              | 81       |    | 133 |    | 198 |    | 259 |    | 35 |    |

## Item 20 - Perception of Adult Society

|                     | Response |    |     |    |     |    |     |    |    |    |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|----|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | %  |
| Father & mother     | 68       | 13 | 174 | 33 | 154 | 29 | 79  | 15 | 38 | 7  |
| Father & stepmother | 3        | 13 | 10  | 45 | 5   | 22 | 2   | 9  | 2  | 9  |
| Mother & stepfather | 8        | 13 | 24  | 40 | 17  | 28 | 6   | 10 | 4  | 6  |
| Mother only         | 9        | 11 | 26  | 33 | 16  | 20 | 14  | 18 | 12 | 15 |
| Father only         | 2        | 10 | 8   | 42 | 4   | 21 | 2   | 10 | 3  | 15 |
| Other               | 12       | 35 | 8   | 23 | 7   | 20 | 3   | 8  | 4  | 11 |
| Totals              | 102      |    | 250 |    | 203 |    | 106 |    | 63 |    |

## FINDINGS FOR RESPECT FOR ESTABLISHED AUTHORITY

Tables 1.1 through 1.7 reflect the value of Established Authority.

The most striking overall impression is that regardless of the demographic variable applied to the value concept the results for each set is very similar with the average positive response of Item 1 (Set I) 65 per cent.

The next immediate impression is the number of responses that were uncertain in Item 2 (Estimate of Personal Behavior) compared to Item 1 (Expressed Personal Belief). It appears that a large percentage of students (over 50 per cent) are reflecting this verbal commitment to this value, but question it on an operational level.

Table 1.1 and 1.2 seem to reflect a lessening of respect for this value by the less education a parent has, 58 per cent and 61 per cent respectively. It appears that the Mother's education is more significant than the Fathers in looking at the total Positive and Negative responses of the Expressed Personal Belief columns. In addition, there appears to also be a curve effect that allows a similar number of people on the upper end of the distribution to view Established Authority with something less than approval.

Table 1.4 points out that the people under "Other" in Race seem to have the less respect for Established Authority (40 per cent) than the rest, but they also have the distinction of having 18 per cent who

are uncertain. When compared to the other groupings, there seems to be an evolution of this value with the uncommitted slowly moving into the positive column.

Table 1.6 indicates a much larger percentage of uncertainty with people who responded that they were Jewish. The total number of people professing this religion appears to be too small to consider as reliable.

Some general observations might be made in summary about the demographic factors as they relate to this value: The overwhelming majority of students in all groups declare their own personal commitment to the positive value of Respect for Established Authority. This can be seen from the figures at the very bottom of each table (64 per cent versus 19 per cent, 67 per cent versus 20 per cent, etc.).

Finally, the student positive estimate of his behavior is reasonably consistent with how the student perceives the adult society.

Table 2.1

Education  
Demographic Factor: Education of Mothers  
N = 779<sup>1</sup>

Item 1<sup>2</sup>

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |   | NON-RESPONSE |    |
|------------------------|----------|----|----------|----|-----------|---|--------------|----|
|                        | #        | %  | #        | %  | #         | % | #            | %  |
| Some grade school      | 16       | 66 | 8        | 33 | 0         | 0 |              |    |
| Finish grade school    | 30       | 85 | 5        | 13 | 0         | 0 |              |    |
| Some high school       | 105      | 76 | 27       | 19 | 4         | 2 |              |    |
| Finish high school     | 177      | 72 | 49       | 19 | 11        | 4 |              |    |
| Some college           | 86       | 71 | 27       | 21 | 6         | 5 |              |    |
| Finish college         | 74       | 85 | 11       | 12 | 1         | 1 |              |    |
| Attend graduate school | 19       | 72 | 7        | 26 | 0         | 0 |              |    |
| Didn't know            | 23       | 73 | 6        | 19 | 2         | 6 |              |    |
| Totals                 | 330      | 68 | 140      | 18 | 24        | 3 | 85           | 11 |

Item 14

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |    | NON-RESPONSE |    |
|------------------------|----------|----|----------|----|-----------|----|--------------|----|
|                        | #        | %  | #        | %  | #         | %  | #            | %  |
| Some grade school      | 11       | 45 | 11       | 45 | 1         | 4  |              |    |
| Finish grade school    | 13       | 37 | 13       | 37 | 6         | 17 |              |    |
| Some high school       | 52       | 37 | 59       | 43 | 15        | 10 |              |    |
| Finish high school     | 106      | 44 | 90       | 37 | 38        | 15 |              |    |
| Some college           | 62       | 52 | 36       | 30 | 18        | 15 |              |    |
| Finish college         | 46       | 53 | 21       | 24 | 16        | 18 |              |    |
| Attend graduate school | 16       | 61 | 5        | 19 | 4         | 15 |              |    |
| Didn't know            | 9        | 29 | 12       | 38 | 9         | 29 |              |    |
| Totals                 | 315      | 40 | 247      | 32 | 107       | 14 | 110          | 14 |

Item 21

|                        | POSITIVE |    | NEGATIVE |    | UNCERTAIN |   | NON-RESPONSE |    |
|------------------------|----------|----|----------|----|-----------|---|--------------|----|
|                        | #        | %  | #        | %  | #         | % | #            | %  |
| Some grade school      | 13       | 53 | 11       | 45 | 0         | 0 |              |    |
| Finish grade school    | 14       | 39 | 16       | 45 | 3         | 8 |              |    |
| Some high school       | 65       | 47 | 62       | 44 | 10        | 7 |              |    |
| Finish high school     | 109      | 44 | 114      | 46 | 14        | 5 |              |    |
| Some college           | 61       | 51 | 46       | 38 | 10        | 8 |              |    |
| Finish college         | 48       | 55 | 31       | 35 | 6         | 6 |              |    |
| Attend graduate school | 11       | 41 | 13       | 49 | 2         | 7 |              |    |
| Didn't know            | 17       | 54 | 11       | 34 | 2         | 6 |              |    |
| Totals                 | 338      | 43 | 304      | 39 | 47        | 6 | 90           | 12 |

<sup>1</sup>Total number of students surveyed<sup>2</sup>Refers to items on questionnaire, Appendix C. See also Appendix A for explanation of relationship of groups of items.

Table 2.1 (Continued)

## Item 2 - Expressed Personal Belief

|                     | Response |    |     |    |    |    |    |    |    |   |
|---------------------|----------|----|-----|----|----|----|----|----|----|---|
|                     | #        | %  | #   | %  | #  | %  | #  | %  | #  | % |
| Some grade school   | 8        | 33 | 8   | 33 | 2  | 8  | 6  | 25 | 0  | 0 |
| Finish grade school | 16       | 45 | 14  | 40 | 4  | 11 | 1  | 2  | 0  | 0 |
| Some high school    | 54       | 39 | 51  | 37 | 13 | 9  | 14 | 10 | 4  | 2 |
| Finish high school  | 86       | 35 | 91  | 37 | 35 | 14 | 14 | 5  | 11 | 4 |
| Some college        | 44       | 36 | 42  | 35 | 19 | 15 | 8  | 6  | 6  | 5 |
| Finish college      | 29       | 33 | 45  | 52 | 11 | 12 | 0  | 0  | 1  | 1 |
| Attend grad school  | 12       | 46 | 7   | 26 | 5  | 19 | 2  | 7  | 0  | 0 |
| Didn't know         | 12       | 38 | 11  | 35 | 5  | 16 | 1  | 3  | 2  | 6 |
| Totals              | 261      |    | 269 |    | 94 |    | 46 |    | 24 |   |

## Item 14 - Estimate of Personal Behavior

|                     | Response |    |     |    |     |    |   |   |   |   |
|---------------------|----------|----|-----|----|-----|----|---|---|---|---|
|                     | #        | %  | #   | %  | #   | %  | # | % | # | % |
| Some grade school   | 11       | 45 | 11  | 45 | 1   | 4  | 1 | 4 | 0 | 0 |
| Finish grade school | 13       | 37 | 13  | 37 | 6   | 17 | 0 | 0 | 0 | 0 |
| Some high school    | 59       | 43 | 52  | 37 | 15  | 10 | 2 | 1 | 1 | 0 |
| Finish high school  | 90       | 37 | 106 | 44 | 38  | 15 | 3 | 1 | 0 | 0 |
| Some college        | 36       | 30 | 62  | 52 | 18  | 15 | 1 | 0 | 0 | 0 |
| Finish college      | 21       | 24 | 46  | 53 | 16  | 18 | 0 | 0 | 0 | 0 |
| Attend grad school  | 5        | 19 | 16  | 61 | 4   | 15 | 0 | 0 | 0 | 0 |
| Didn't know         | 12       | 38 | 9   | 29 | 9   | 29 | 0 | 0 | 0 | 0 |
| Totals              | 247      |    | 315 |    | 107 |    | 7 |   | 1 |   |

## Item 21 - Perception of Adult Society

|                     | Response |    |     |    |     |    |     |    |    |   |
|---------------------|----------|----|-----|----|-----|----|-----|----|----|---|
|                     | #        | %  | #   | %  | #   | %  | #   | %  | #  | % |
| Some grade school   | 4        | 16 | 7   | 29 | 9   | 37 | 4   | 16 | 0  | 0 |
| Finish grade school | 4        | 11 | 12  | 34 | 10  | 28 | 4   | 11 | 3  | 8 |
| Some high school    | 19       | 13 | 43  | 31 | 40  | 29 | 25  | 18 | 10 | 7 |
| Finish high school  | 43       | 17 | 71  | 29 | 67  | 27 | 42  | 17 | 14 | 5 |
| Some college        | 12       | 10 | 34  | 28 | 31  | 26 | 30  | 25 | 10 | 8 |
| Finish college      | 7        | 8  | 24  | 27 | 34  | 39 | 14  | 16 | 6  | 6 |
| Attend grad school  | 5        | 19 | 8   | 30 | 8   | 30 | 3   | 11 | 2  | 7 |
| Didn't know         | 3        | 9  | 8   | 25 | 10  | 32 | 7   | 22 | 2  | 6 |
| Totals              | 97       |    | 207 |    | 209 |    | 129 |    | 47 |   |











































































































































































































































































































































































