

P E R S O N A L V A L U E S O F F R E S H M A N
A N D S E N I O R S T U D E N T S A T T H E
U N I V E R S I T Y O F S O U T H E R N
M I S S I S S I P P I

A DISSERTATION

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CHAPTER I

I N T R O D U C T I O N

Contemporary changes in American life have brought many conflicting patterns to which young people are constantly exposed. Fleck (10) maintained that society is experiencing a displacement of traditional values in which the church, community and the family appear to be losing force as the source of orientation of values. Logan (27) and Allport (1) referred to the general moral flabbiness of the American society as a cause of much of the unrest today. The constant world-wide turmoil with wars and threats of wars has added to the apparent instability of people of all ages. Serious college and university students are showing concern for the security of cherished freedoms and the American way of life that have long been taken for granted. Activist groups on campuses have focused national attention on the students in colleges and universities across the nation.

Values exert a powerful influence on the attitudes, goals, personal relationships, and personality of the individual. Students vary in backgrounds and therefore it may be assumed that their values will be different. Evidence indicates that values are important determinants of individual

and group behavior. According to Fleck (10), values are not static. They have strong implications for the learning process.

NEED FOR STUDY

The assumption may be made that the only justification a student has for attending college is to obtain an education. If this is true, education must equip him not only with the knowledge and skills necessary to pursue his chosen profession or career but for living a life that is meaningful, satisfying and challenging. Education must prepare the individual to face issues of an ever changing society not with ignorance and apathy but with insight and responsibility. This education necessitates going beyond acquisition of knowledge and skills in subject matter; education today includes an investigation and internalization of human values.

The following statement by Raths (37) indicated a need for further study in this area:

If values tend to guide our lives, if values tend to give an individual the quality we call character, if values tend to make the most significant discrimination between humans and other animals, if value development is one very important phase of human development, perhaps we should give much more attention to them than we do.

The more that can be known about students, their thinking, attitudes and values, the greater the possibility will

be of bridging the gaps in the educational process. The present study was an attempt to add another dimension through an investigation of values of students at a southern university.

STATEMENT OF PROBLEM

Purposes

The major concern of the present study was to determine and compare the value preference scores of freshman and senior students at the University of Southern Mississippi and to determine the extent of differences that may occur between freshmen and seniors and between male and female students. Another aspect of the study was to determine the relationship between two background factors, the education and occupation of parents, and the values held by the students. The author was of the opinion that the information obtained would be useful in curriculum planning and in teaching courses in family life education.

The specific purposes of the study were to:

- 1) Determine values held by freshman and senior university students relative to six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political, and religious.
- 2) Compare the values of freshman students with those of senior students in order to reveal any significant differences.

- 3) Determine whether or not there were significant differences between values of male and female students.
- 4) Determine whether or not education and occupation of the parents have any effects on the values of the students.
- 5) Formulate implications for curriculum planning and for teaching courses in family life education that will more effectively meet the needs of students in a rapidly changing society.

Sample

The sample was composed of 200 students who were enrolled in courses in the School of Home Economics, in the Department of Health and Physical Education, or in the Department of Sociology at the University of Southern Mississippi, Hattiesburg, Mississippi, during the spring quarter of 1968-1969. There were 100 freshmen and 100 seniors with 50 male and 50 female students in each group. Subjects were selected from classes in which students volunteered to participate in the study.

Two instruments were used to obtain data. One was a "Personal Data Form," designed by the investigator of the present study, based on one used by Chesser (8). This instrument was administered to obtain personal and family background information. The second was the Allport, Vernon, Lindzey (2) Study of Values, revised in 1960, which was used to obtain data on students' values. This instrument measures the

relative prominence of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political and religious. It was designed to be used with college students or with adults who have some college education. The instruments were administered to the students, in small groups, by the investigator.

TERMINOLOGY

The following are definitions of words or phrases as used in this study:

Values: objectives, goals, and ideals which guide group and individual behavior.

Theoretical values: interest in the discovery of truth.

Economic values: interest in the practical or useful.

Aesthetic values: interest in form and harmony.

Social values: interest in the altruistic or philanthropic, love of people.

Political values: interest in power.

Religious values: interest in unity of life as related to divine power.

Peer group: students whose relationships with each other are of such nature as to exert influence upon them as individuals.

Campus environment: the social climate of the campus as evidenced by prevailing social, political and religious attitudes.

CHAPTER II

R E V I E W O F L I T E R A T U R E

During the past two decades there has been considerable concern on the part of knowledgeable individuals and groups relative to the values of the American people in general and the American college students in particular. Much has been written concerning these subjects. Many studies have been conducted at colleges and universities in different parts of the United States to determine the effects of the college experience on the students, individually and collectively.

The review of literature for the present study has been classified into four categories: 1) The Role of Values in the American Way of Life; 2) The Role of Education in Influencing Students' Values; 3) The Influence of the Campus Environment and Peer Groups on Students' Values; and 4) Studies Concerning Changes in Values Held by Students.

THE ROLE OF VALUES IN THE AMERICAN WAY OF LIFE

In an opening address to a group of students assembled at a national convention in 1961, Moore (33) made the

following statements concerning values which seem to be as profound today as when stated nearly 10 years ago.

To tell you that our values are one of the major weapons in the war of ideologies in which we are engaged at the moment appears trite; but it is nonetheless true. Some persons question whether we, in the United States, understand our basic values well enough to use them successfully against the contradictory values of the Communist world. Moreover, others wonder if we believe in these values strongly enough to live by them as an example for the world and to fight for them to death, if we must, for their survival. Also still others question that our values can be made real enough to the remainder of the world to win the Cold War which is truly a war between radically different values.

The position taken by Smith (43) supported and added emphasis to the convictions of Moore (33), as evidenced by the following statement:

The relevant fact is that unless we succeed in firming up a core of values which we as a people believe as fully as the Communists believe in theirs, we stand to lose this struggle and the values of Communism will win, not because they will have proven themselves superior to democracy's but because on the level at which this contest will be decided--the level of strong group values--they will have been unopposed.

According to Westby-Gibson (51), there are four value components within the American orientation which appear central to the American democratic ideal. These are: 1) the value of man as man, 2) the equality of all men, 3) the right of men to government by the consent of the governed, and 4) the pursuit of happiness.

Bronk (5) emphasized the fact that if America is to play a proper role of leader among nations which would utilize knowledge for the welfare of people, regard for the worth of individuals must be increased. Bronk maintained that no thoughtful man or woman would argue that man is in a struggle for mere survival.

Bronk (5) stressed the importance of the participation of all individuals in the conduct of government. The strength of the United States government depends upon the right and power of the individual to make choices and decisions. Wise decisions, however, require extensive knowledge, the habit of inquiry, and reasoning ability.

Mockmore (32) asserted that the satisfactions people seek in a democracy are defined and assured in the assumptions of the democracy. Freedom of opinion; freedom to disagree; the importance of the worth of the individual; guarantees of life, liberty and the right to pursue happiness are lasting values in the American society.

Lemmon (26) observed that man's rise from savagery to civilization has been through the creation and preservation of values. In fact, the history of civilization devolves into a study of the particular old values preserved at any given time, and the particular new values created in any given period.

Mitchell (31) declared that the value systems of Western civilization, and especially that of the United States, are producing a gargantuan harvest of social, political, physical, moral and spiritual ills which are reflections of individual, personal patterns of behavior. Stressing that there is such a great gap in professed values and behavior in regard to these values, Mitchell noted that there is a growing tendency to scrap completely the traditional values upon which this civilization and the Great American Experiment have flourished.

The values for society as a whole are the principles that guide individual and group behavior. Moore (33) called attention to the fact that when a nation or a society loses its values, its understanding of them, and their reality, then the nation deteriorates. If a nation lets its values degenerate, and talks them, but does not live them, then disintegration of the culture is inevitable.

Mitchell (31) expressed the opinion that if today's civilization is to endure it will be because the home, church, and school can wield an influence sufficient to produce hundreds of thousands of moral, intelligent individuals whose professed value systems are in harmony with the value systems they practice. Hawkes (14) proclaimed that values man holds today determine the direction of the tomorrows, and the tomorrows will demonstrate the meaning and importance of the values held today.

THE ROLE OF EDUCATION IN INFLUENCING
STUDENTS' VALUES

McGrath (30) stated that in recent years there has been a general acceptance of the view that an institution of higher education has a responsibility to assist the student in developing a value system of his own in relation to a satisfying and consistent view of the world and his place in it. Smith (43) proclaimed, however, that the American college restricts its responsibility to intellectual virtues and does not see as its task that of furthering human values as a whole. In taking issue with this point of view, Smith stated that the real reason for questioning the present position of colleges on values is not that the Communist challenge requires it but that life requires it.

To support this point of view, Smith (43) listed three pertinent factors involved:

- 1) Some core and hierarchy of value convictions are needed if men are not to turn their faces to the wall and not bother to get up.
- 2) If some value structure is essential to man's well-being, it is equally true that certain structures are superior to others.
- 3) If it is important that men have values, if it is important that they have certain values rather than others, it is equally important that these values pervade the culture as a whole.

Brameld (4) indicated that values are the most neglected problem in education. In making a plea for axiologizing of public education this author declared:

The time is already well passed when we can afford to indulge in the luxury of cluttered curriculums, in spurious academic aloofness rationalized in the name of objectivity, in confused if not often obsolete codes of moral conduct, and in stultifying ambitions to grasp the dubious goals of success and status at whatever cost to our personal and communal integrity. For the grim truth is that nothing less than the life of mankind as a whole is now in precarious balance. To reassert that values are education's most neglected problem is to really insist that we no longer have any genuine choice--no choice but to bring the nature and meaning of values out of the shadowy background and into the spotlight of sustained concern on every level of learning from kindergarten through the university.

Carpenter (7) argued that higher education ceases to be a search for wisdom which is adequate to meet the problems of life today unless it teaches the kind of thinking, values and commitment which represent the very best experiences at any given time. The writings of Sanford (40) project the idea that the responsibility of the college is to run its own affairs according to values that are known to the students and worthy of being emulated by the students if the college is to encourage social responsibility.

The American people have always looked to education for leadership and as a means of achieving goals. The consensus

of public opinion has seemed to be that colleges and universities could instigate change in social conditions and solve problems that face the family. Westby-Gibson (51) noted that while prizing education highly for upholding the American democratic ideal, Americans may not agree on the specific educational objectives. To the extent that the people support a unified core of cultural values, agreement on the aims of education can be expected; to the extent that diverse values are held, disagreement can be expected. In the United States, educational objectives reflect both this unity and diversity.

According to Allport (1), one aim of education is to teach the wisdom of the past and present in order that students will be able to solve the problems of the future. Adequacy of the present educational procedures is in question. Youth of today will have to live in a world greatly different from the world of the past from which the present store of knowledge and wisdom has been drawn.

Allport (1) listed six prospects which indicate the vastly changed nature of life in the future, for which there is little relevant wisdom to call upon:

- 1) The new generation of students will have to face an ever increasing domination of life by science, by technology, and by automation.
- 2) The new generation will have to recognize the impossibility of living any longer in a state of condescension toward the colored peoples

of the world (about three quarters of the world's population). Centuries of comfortable caste discrimination and segregation are from here on impossible to maintain.

- 3) The coming generation will have to deal with a population explosion whose predicted magnitude staggers our imagination.
- 4) It will need a completer understanding of world societies and their marked differences in values. In the past, we could be politely ignorant of such places as Africa, Latin America and Asia in a way that is no longer possible.
- 5) It will have to create a world government or, at least an effective confederation to forestall the threat of thermonuclear war.
- 6) As if a planetary world view were not enough to achieve, the coming generation may have to develop an interplanetary point of view.

Allport (1) raised two very important questions for college administrators and faculties to ponder: 1) Where can youth find the needed equipment? and 2) Are they sound enough in mind and morale? These questions express the apprehension that is held concerning the values of youth and also implies a challenge to education in meeting these needs.

In support of the expressed views of Allport (1), Freedman (12) has stated that the kinds of change in human existence which evolved slowly over the centuries are now being compressed into generations or even decades. Professions and ways of life for which college students are now being prepared may become obsolete in a very brief period of time. According to Sanford (41), students must be prepared for a world in

which they will play a variety of roles; one which is impersonal and where the student must manage to remain an individual and assert his individuality; a world with an awesome potential for either utopia or disaster.

Allport (1) found it disturbing that youth elaborate on one's right to a rich, full life and yet maintain almost complete silence regarding one's duties. Emphasizing that teachers should choose values they teach from the whole of the American ethos, the author stated further:

Deep in our hearts we know, and most of the world knows, that our national values, derived of course from Judeo-Christian ethics, are about the finest mankind has yet formulated. In no sense are these values out of date, nor will they go out of date in the world of tomorrow. Yet many of them are badly rusted. Unless they are revitalized, however, our youth may not have the personal fortitude and moral implements that the future will require.

There are some values that are important for success in life which are not spelled out in the American creed. Allport (1) referred to these as those details of human relationships that make all the difference between boorishness and brotherhood in the human family. Another point of emphasis was that the elements of the science of human relations should be taught as a means of "smoothing the roughness of common life by leading us to respect effectively the integrity of the other fellow."

According to Frankel (11), there are two functions of a college. One is to transmit to the young a cultural heritage that will allow individuals to see some continuity between their own situation and that of those who have gone before them. The second is to provide an environment in which students can react to this heritage, and in reacting, help to make it fresh and relevant.

Botkin (3) referred to the teacher as a catalyst in making the student aware of his freedom and historicity. In this capacity the teacher has two responsibilities:

- 1) The teacher comes as a conveyor of information and as an authority in a discipline. It is assumed that the teacher, in pursuit of his discipline can offer the student new dimensions and harmonies to his life world not previously there.
- 2) The teacher must nurture a climate of devotion rather than fanaticism. Refraining from fanaticism is not necessarily refraining from convictions held with integrity. Devotion is a deeper and more sincere form of conviction.

Moreover, Botkin (3) maintained that when teaching is understood in the above manner, there is no reason to fear teaching values. The goal of the teacher is to lead the students to the threshold of maturity, authenticity and self determination.

Botkin (3) emphasized that when a person understands the difference between teaching and propaganda and is

committed to the former, then values can and should be taught. Botkin also believed that to fail was to imperil the human spirit. A similar position was taken by Carpenter (7) as shown by the following statement: "If values are indispensable to the student himself, his autonomy will be infringed only if these values are denied, not if they are supplied."

As viewed by Hicks (17), the task of educators is to involve students in the process of thinking, reasoning, of making ethical judgments, of using forethought, of discriminating between "old sayings" and those traditions which represent the distilled wisdom of the ages. Further, the task involves assisting students to internalize these tested values.

Hicks (17) emphasized the importance of indirect teaching of values through what the educators represent as persons, their standards of good and bad, better and best, right and wrong; their restraint or lack of it; their good manners or lack of them; their good taste in dress or lack of it; their respect for every person or lack of it. Coffin (9) declared that values are caught as well as taught and therefore must be deeply experienced in order to become a part of the whole person.

Sanford (40) maintained that an important role of higher education is to enable the student to become socially

responsible, to act in the public interest and to carry out responsibilities to other people because of a deep personal commitment. The higher order of social responsibility which the college attempts to instill in the student is that of loyalty to certain ideals and not to a group of people. Another assertion made by Sanford was that a college should stand for something, that it should embrace a value-orientation which it endeavors to instill in all of its students.

According to Meyhew (29), all college courses hold as a primary objective the process which enables students to realize that their values are important. Students need to be aware of the implications and consequences which result from their values.

Meyhew (29) suggested five steps in the appraisal of teaching values as follows: 1) agree on broad objectives; 2) convert clearly understood objectives into specifics of behavior; 3) find educational objectives which can produce desired behavior; 4) match educational experiences with appropriate methods of appraisal; and 5) compare demonstrated performances with original objective.

Muller (34) declared that values have no meaning in a vacuum. Values apply to situations existing in the world in which the evaluators have their conscious being. In elaborating on the importance of science education in value formation

this author stated several major values that result from scientific investigation. These are intellectual honesty; communication unclogged by obfuscation and pretense; readiness to admit one's mistakes; moral courage to maintain one's position in the face of condemnation as long as that position is founded on firm evidence; and, the acceptance of the search for the truth as an end in its own right. Muller stated further:

It should be evident that this group of values, implicit in the spirit of science, forms a consistent whole and fits into the picture of the world and man that science itself has discovered. It is also indivisible from the spirit of democracy with which it has advanced hand in hand. . . . The values implicit in the scientific spirit, and in fact embedded deep within the human spirit, are our best defense against the march of any form of authoritarianism or dictatorship.

THE INFLUENCE OF THE CAMPUS ENVIRONMENT AND PEER GROUPS ON STUDENT VALUES

Concern for the influence of the campus environment on the student and his values was vividly expressed by Logan (27):

On college campuses the general moral flabbiness of our society is reflected in the destructive and disturbing riots last spring which can hardly be passed off as "spring fever." Almost every college administration reports increasing pressure from students to relax rules and regulation on smoking, drinking, cars, visiting hours and curfews, while the whole question on how far the college should act

in "loco parentis" has been the subject of heated debate on campuses across the nation. We are thus paradoxically confronted with demands for more freedom in the face of a declining acceptance of responsibility.

Jarrett (20) referred to the college students of today as "The New Breed." Approximately 10 years ago professors were worried about student apathy. Today the situation is different. While there are still those who are interested in conformity and security, the college students "are a diverse lot." Jarrett explained that there are nearly all types except the stupid.

Jarrett (20) declared:

Change is afoot: in student concern, in willingness to employ the devices of protest--petitions, resolutions, mass meetings, pickets, massive mailings, sit-ins, litigation. The particular cause is and will be highly variable. If now racial issues and restrictions on student freedoms are prominent, tomorrow the sky's the limit, including not only all the political and social controversies that agitate community, state, nation, and the wide world, but also the whole range of problems hitherto thought to be the exclusive prerogative of faculty and administrators: budget, curriculum, grades, degrees, library, dormitory hours--yes, and the hiring, advancement, and firing of members of the faculty.

In the 1950's, college students were criticized for lack of mature social responsibility. Sanford (40) claimed that today, in sharp contrast to the earlier period, the criticism is more likely to be that students are taking too much interest in social affairs and are too preoccupied with

public issues, social action, and other things they really know nothing about.

Educators everywhere are concerned about the morals of students. Hamill (13) maintained that morality on the modern campus may not be any worse than in earlier times, but that it is certainly different. Referring to the most "blatant" moral issues as being cheating and sex, this author noted that the moral situation also includes drinking, disregard for property, occasional violence, drugs and theft.

According to Hamill (13) from 40 to 80 per cent of the students cheat "more or less." Cheating occurs at all levels, even among superior students who seem to feel the pressure more intensely. The assertion has been made that graduate students are no different from undergraduates in this respect. Some have been accused of hiring "ghost" writers to write the thesis or dissertation. The astonishing fact was that when confronted with their cheating students had no remorse.

Blaming the moral revolution as the basis for cheating and other ills on campus, Hamill (13) listed three marks of the revolution as:

- 1) The moral code which differs from place to place, and from time to time in any one place, therefore morals are relative.

- 2) Existentialism which sees problems from the viewpoint of the individual. It holds that every person is free and responsible, and the aim in life is to respond with integrity, to become an authentic person.
- 3) The current fashion in theology which emphasizes the imperfections in human nature, the weakness and sinful bent in every man. . . does not make great expectations on people, nor has it any high hopes for man's improvement.

Thornton's study (45) of 100 seniors at a southern university revealed the moral problems faced by the students were similar to those faced nationally. The major concerns expressed were premarital sexual relations, drinking, cheating, and religious commitment. Drugs were not considered a major problem.

Stresses of academic and student life are causing unprecedented numbers of students to require psychological counseling and psychiatric treatment. Lono (28) presented the problem as follows:

Another lid is being blasted off the campus. It is no longer a secret that colleges have problems with drugs, sex and thievery. The word is now getting out that students, many students, have serious problems and that some of them end in suicide.

Stating that suicide is the second greatest cause of death among the American male students, Lono (28) gave as the major reasons for student suicides the following: alienation, identity crisis, competition, ambition, fears about sexuality

or lack of it, academic and financial pressures, and social life difficulties. Many major campuses have expanded their psychological services to cope with these problems.

Dr. Dana Farnsworth of the Harvard University Health services, as quoted by Lono (28), has estimated that a suicide can be expected somewhat more often than once yearly in a student body of 10,000. In Sanford's writings (41) similar findings concerning suicide on college campuses were reported.

There seems to be general agreement among investigators that sexual standards are causing much anxiety and comment on college campuses. Kirkendall (23) made the following assumptions with regard to college youth and sex:

- 1) College youth are confused and uncertain concerning sex standards. This statement hardly needs to be argued with those who work directly with college students.
- 2) Much premarital sexual intercourse occurs among college level youth. Various studies make this clear, and the personal experience of counselors supports the data provided in the research. I believe that the proportion of college students engaging in premarital intercourse is increasing, but the amount of known participation is clearly extensive enough that, increasing or not, there is still a problem.
- 3) At the adolescent level, adult control has practically disappeared. The actual decisions as to what sexual practices shall be followed are made by the youth in their own privacy and in their own way. Controls imposed by authoritative adults are a thing of the past. We may not like this, but it is a fact of life. Parental supervision

at the college level is gone, chaperones simply serve an ornamental function, and college rules and regulations can, at the most, hamper and inconvenience rather than prevent.

Students are no longer motivated and controlled by fear of pregnancy, venereal disease, social disapproval or traditional values. Kirkendall (23) declared that youth want and need help. The need for a different approach to the problem was stressed. Emphasis needs to be given to the development of a relationship which will enhance a sense of individual worth and which provides a favorable climate for trust and integrity in the relationship.

According to Sanford (41), every student generation has at least two things in common, their youth and their developmental status. Freshmen are idealistic but easily disillusioned; they are faced with decisions between loyalty to old values and those newly found. Many have problems of identity and self esteem. The author stated further that freshmen demand independence but need assurance that adult authority stands firm. On the whole, undergraduates are more sophisticated today than in former times.

Peer groups seem to exert considerable influence on students and their values. Research by Bushnell (6), Sanford (41), Freedman (12), Newcomb (35, 36) and others demonstrated that what students learn in college is not derived from

interaction with the faculty, for the most part, but is determined to a very great extent by their fellow students. Bushnell reported that the upper classmen induct the freshman into campus life and generally see to it that he subscribes to the prevailing student code of behavior. As stated by Sanford the behavior of the individual student in college is closely connected with the student culture, partly as a response and partly as a contribution to it.

Newcomb (36) considered that students, like other people, are members of groups and as such have power over the members. Newcomb stated:

There are powerful reasons why groups have much to do with individuals' successes and failures, and thus with the kinds of perceptual habits that they acquire. This is true, first, because groups so often have it in their power to reward and to punish and second, because human beings want and need each other.

Newcomb (36) believed that the theoretical reasons for expecting important peer-group influences within the American colleges have been very convincing. A further comment was that expectations have been well supported when put to the proper tests. The extent of influence depends on several factors: whether or not the group is homogeneous with regard to existing attitudes; and second, the motives the individuals have for joining a particular group.

Tyler (47) agreed that peer groups influence students. An additional observation was that they influence student values, attitudes, efforts, and practices, often in ways which are tangential to or in conflict with the purposes of teachers and administrators, as well as parents and adult community leaders.

As stated by Newcomb (36), peer groups have power over their members only because two processes tend to occur together as the members continue to interact. Members become more favorably disposed to each other, and they come to adopt as their own certain group-shared attitudes, or norms, and to feel that those norms are right and proper.

STUDIES CONCERNING CHANGES IN VALUES

HELD BY STUDENTS

Jacob's study (18, 19) in the late 1950's, probably the most prominent work on the values and attitudes of college students in recent years, did not find that substantial changes had occurred in these respects among the students during the four years in college. The author reported that:

The values of the American college students are remarkably homogeneous considering the variety of their social, economic, ethnic, racial, and religious backgrounds and the relatively unrestricted opportunities they have had for freedom of thought and personal development.

A dominant characteristic of students in the current generation is that they are gloriously contented both in regard to their present day-to-day activity and their outlook for the future. Few of them are worried about their health, their prospective careers, their family relations, the state of the nation or international society or the likelihood of enjoying secure and happy lives. They are supremely confident that their destinies lie within their own control rather than in the grip of external circumstances.

The great majority of students appear unabashedly self-centered. They aspire for material gratification for themselves and their families. They intend to look out for themselves first and expect others to do likewise.

Commenting on this observation at great length, Jacob concluded that this study had not discovered significant changes in student values which can be attributed directly either to the character of the curriculum or to the basic courses in social science which students take as a part of general education.

A comparative study of values of college youth in 10 nations, conducted by Allport and Gillespie, was reported by Allport (1) and revealed that young Americans were delightfully frank and open, unsuspicious and cooperative. However, compared with students from foreign countries they were more self-centered in their values, whereas, foreign students exhibited altruistic values.

Webster, Freedman, and Heist (50) asserted that individuals change in various ways when they go to college. The following changes were listed:

- 1) A student simply acquires more information on different topics and becomes more skilled at performing certain tasks.
- 2) There are changing interests and attitudes toward self and the world.
- 3) In some cases, there are fundamental personality changes, accompanied by the emergence of new values.

Freedman (12) believed that the situation of the college student would appear to be highly favorable to change, especially for the freshman. In agreement with this observation, Hefferlin (16) called attention to the fact that the attitudes of students toward their own roles as students, toward their college, and their own aims in college are molded and set early in their college days. A study conducted by Lehman and Dressel (25) at Michigan State University of students' value orientations and their ability to think critically, revealed that most change was experienced during the freshman and sophomore years. After the junior year most students reached a plateau in regard to their value orientations. Scott's study (42), at the University of Colorado, seemed to indicate that the students' values change in a single year.

According to Bushnell (6) and Sanford (39), the testing program at Vassar during a four-year period revealed certain definite changes. Not only were freshmen and seniors tested concurrently, but the freshmen were tested again in their senior year. The following changes were reported by Bushnell:

Seniors when compared with freshmen have greater flexibility, a higher tolerance for ambiguity, less compulsiveness, less punitive attitudes toward others, more objective and less critical attitudes toward parents, more rebellious attitudes toward laws, rules, and institutions, a more pronounced liberalism in the religious sphere, a greater willingness to recognize and respond to inner feelings, a higher valuation of intellectual processes, more mature interests, less acceptance of traditional feminine roles, less cynicism, more realism and self-confidence, more unconventionality, less conformity. And this does not exhaust the roster of differences between neophyte and graduate at Vassar. Authoritarianism declines, impulse-expression increases, and in general, an aura of instability characterizes the senior.

Stewart's research (44) at the University of California, initiated in 1957, was a longitudinal study beginning in the freshman and extending through the senior year. The purpose was to investigate the adjustment of students to the university. The findings reported corroborated those of Bushnell (6), as did those of Lehman and Dressel (25).

Webster, Freedman and Heist (50) reported that a sizable minority of highly able students change their attitudes toward religion during their first three years of college.

These students felt less need for religious faith and religious values. This was especially true of the men.

Scott's research (42), which investigated the values of 10 fraternities and sororities at the University of Colorado, revealed that seniors were less loyal to these organizations than were the freshmen, sophomores, and juniors. There was a tendency to leave the government of the different groups to the sophomores and juniors. A major conclusion of the study was that given a selected definition of functionally relevant processes--related to recruitment, status differentiation, attraction to the organization, and attrition--the chief function of campus social organizations would appear to be the maintenance of friendly, interpersonal relationships, for this is the kind of value that enters most prominently into these processes.

A study by Katz and associates (21) of 200 students at Berkley and Stanford covered a four year period and focused on universal aspects of development of college students. These investigators reported changes quite similar to those found at Vassar by Bushnell (6) but failed to find any of the dramatic changes in the student's character which the researchers had anticipated.

In commenting on changes that occur in the lives of American college students, Sanford (41) stated:

Research on college students has shown that although some of them develop in accordance with hopes and expectations, others go all the way through college with the same motives, the same attitudes and values, and the same outlook on the world with which they began. . . . The vast enterprise that is American higher education today cherishes traditional cultural values, including vocational training, rewards for hard work, and social adjustment; these have prevailed often to the exclusion of an interest in the intellectual and esthetic problems with which scientists and artists are preoccupied.

CHAPTER III

P R O C E D U R E

Data for the present study were secured from 200 students at the University of Southern Mississippi, Hattiesburg, Mississippi. The sample was composed of 100 freshmen and 100 seniors, with 50 male and 50 female students in each group. These students were enrolled in courses in the School of Home Economics, in the Department of Health and Physical Education, or in the Department of Sociology during the spring quarter of the 1968-1969 session.

The investigator contacted faculty members in the three areas cited to seek cooperation in securing students for the study. Teachers who taught freshmen or seniors agreed to discuss the request with the students at the next class meeting. A schedule for testing was established to coincide with each regularly scheduled meeting of the classes in which students agreed to participate. Only students who volunteered were included in the study. It was assumed that volunteers would be interested and would respond to the instruments truthfully.

METHOD OF COLLECTING DATA

Eight testing sessions, conducted in four different locations on the campus, were held during the week of May 13 through May 16, 1969. The locations selected were in buildings in which the students normally attended classes. The investigator administered the two instruments to groups ranging in size from 5 to 30 persons; a few students having conflicting schedules reported to the investigator's office to take the tests.

Each instrument was numbered and students were assured of complete anonymity. There was no time limit but most students completed the two instruments within one hour.

INSTRUMENTS USED TO OBTAIN DATA

Two instruments were used to obtain data for the study: a "Personal Data Form" and the Allport, Vernon, Lindzey Study of Values (2), the 1960 revision. Kerlinger (22) referred to the Study of Values as the only well-known commercially available value scale.

The "Personal Data Form," designed by the author and adapted from one used by Chesser (8), was used to obtain personal and family background information which may have a relationship to students' values. This form included statements that required the student to assess attitudes held toward self and family.

The Study of Values (2), originally published in 1931, was revised in 1951 and again in 1960. The instrument was based on Spranger's Types of Men, as cited in the Manual (2) which accompanies the instrument. The view held by Spranger was that the personalities of men are best known through a study of their values. The Study of Values was designed to measure the relative prominence of six basic interests or motives in personality: the theoretical, economic, aesthetic, social, political and religious. The Allport, Vernon and Lindzey Study of Values was planned especially for use with college students or with adults with some college background.

An explanation of each of the six basic interests or motives as given in the Manual (2) seems pertinent:

- 1) The Theoretical. The dominant interest of the theoretical man is the discovery of truth. In the pursuit of this goal he characteristically takes a "cognitive" attitude, one that looks for identities and differences; one that divests itself of judgments regarding the beauty or utility of objects, and seeks only to observe. . . . His chief aim in life is to order and systematize his knowledge.
- 2) The Economic. The economic man is characteristically interested in what is useful. . . . This type is thoroughly "practical" and conforms well to the prevailing stereotype of the average American businessman.
- 3) The Aesthetic. The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the standpoint of grace, symmetry, or fitness. He regards life as a procession of events; each single impression is enjoyed for its own sake. He need not

be a creative artist, nor need he be effete; he is aesthetic if he but finds his chief interest in the artistic episodes of life.

- 4) The Social. The highest value for this type is love of people. In the Study of Values it is the altruistic or philanthropic aspect of love that is measured.
- 5) The Political. The political man is interested primarily in power. His activities are not necessarily within the narrow field of politics; but whatever his vocation, he betrays himself as a "Machtmensch." Leaders in any field generally have high power value.
- 6) The Religious. The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate himself to its embracing totality. Spranger defines the religious man as one whose mental structure is permanently directed to the creation of the highest and absolutely satisfying value experience.

The instrument, Study of Values (2), is unlike personality tests which measure the strength of a single variable. It does not measure the actual strength of each of the six values but only measures their relative strength. A high score can be obtained on one value only by reducing the scores on one or more of the other values.

Reliability for this instrument has been established. Not only is each value measured by 20 questions, but other tests of reliability have been used. Internal consistency was determined by two methods: 1) Split-half Reliability, which resulted in a mean reliability coefficient of .90 for the six variables; and 2) Item Analysis, which showed a

positive correlation for each item with the total score for its value, significant at the .01 level of confidence.

The measure for repeat reliability was determined for two populations at intervals of one month and two months. The resulting mean repeat reliability coefficient using the z transformation was .89 for the one month interval and .88 for the two month interval.

METHODS OF DATA ANALYSIS

The actual computations for the present study were calculated on a computer by the Department of Computer Science and Statistics at the University of Southern Mississippi. The programming was planned by the Department Chairman and the IBM cards were punched by a member of the staff, after the investigator had coded the "Personal Data Forms" and scored the completed Study of Values forms.

Prior to coding the "Personal Data Form," the following categories with respect to age range, academic major of the students and the education and occupations of parents were established as follows:

- 1) Ages were grouped thus: 18 to 19 years, 20 to 21 years, 22 years and older.
- 2) Majors were designated by the college or school in which the major was offered except for cases in which students were in pre-professional programs or were undecided about a major. The

designated categories were: Arts and Sciences, Business Administration, Education and Psychology, Fine Arts, Home Economics, Nursing, Pre-professional, Undecided.

- 3) Categories for education of the parents were: elementary school or less, completed eighth grade, attended high school, high school graduate, attended college but did not graduate, college graduate, attended graduate school.
- 4) Occupations of the parents were classified according to the Directory of Occupational Titles (48) as follows: professional, clerical, service, farming, processing, machine trades, bench work, structural work, and miscellaneous.

Information from the "Personal Data Form" for the 200 students was summarized by means of numbers and percentages. Score distributions were tabulated for male and female subjects for each of the six variables in the Study of Values.

The statistical analysis of data employed three methods: analysis of variance, the t-test, and linear correlation. Analysis of variance was used to determine relationships between background factors and values of students. The t-test was used to compare different groups of students in the study and to compare students at the University of Southern Mississippi with the norms included in the Manual (2) which accompanied the Study of Values. Linear correlation seemed to be the most useful method for determining relationships between background factors.

CHAPTER IV

P R E S E N T A T I O N O F D A T A W I T H D I S C U S S I O N O F F I N D I N G S

The purpose of this chapter is to present and analyze data derived from the administration of two instruments, a "Personal Data Form" and the Allport, Vernon, Lindzey (2) Study of Values, to 200 students at the University of Southern Mississippi. There were 100 freshmen and 100 seniors with 50 male and 50 female students in each group.

Information obtained from the "Personal Data Form" is presented first as it deals with personal and family background factors and attitudes of the students which may bear a relationship to the values held by the subjects. This instrument is included in the Appendix. Data derived from the Study of Values are discussed secondly and are followed by an analysis of certain personal background factors according to values held by the students.

P E R S O N A L B A C K G R O U N D I N F O R M A T I O N

Personal background information was obtained for the entire sample of 200 students and was tabulated as a group. The ages of the subjects ranged from 18 to 34 years. For the

purpose of tabulation, the following ranges were used: 18 to 19 years, 20 to 21 years, and 22 years and above. Three-fourths of the group were between 18 and 21 years of age. Of the one-fourth, 22 years and above, nine were 23 to 27 years of age and one was 34 years old.

<u>Age Range</u>	<u>Number</u>	<u>Per cent</u>
18 to 19	90	45.0
20 to 21	63	31.5
22 and above	47	23.5

There were 13 states represented in the sample: Alabama, Florida, Georgia, Illinois, Kentucky, Louisiana, Mississippi, New Jersey, New York, Pennsylvania, South Carolina, Tennessee and Texas. The majority of the students, over three-fourths of the sample, were from Mississippi. The largest group of out-of-state students were from Alabama with 8.0 per cent of the total, followed by Florida and Louisiana with a combined total of 6.5 per cent of the group. Two to four students were from each of the following states: Georgia, New York, Tennessee and Texas. Illinois, Kentucky, New Jersey, Pennsylvania and South Carolina were represented by one student each. (See Table 1.)

Religious affiliation was classified as Catholic, Protestant, Jewish or "Other". Of the 200 subjects, the

TABLE I
STATES REPRESENTED IN THE STUDY
AS REPORTED BY 200 SUBJECTS

States	Students	
	Number	Per cent
Alabama	16	8.0
Florida	7	3.5
Georgia	2	1.0
Illinois	1	0.5
Kentucky	1	0.5
Louisiana	6	3.0
Mississippi	151	75.5
New Jersey	1	0.5
New York	2	1.0
Pennsylvania	1	0.5
South Carolina	1	0.5
Tennessee	3	1.5
Texas	4	2.0
Not reported	4	2.0
Total	200	100.0

majority were Protestant, representing over three-fourths of the sample. Catholics ranked second with approximately 15 per cent of the students reporting this religious affiliation. Jewish and "Other" composed 5.5 per cent of the total group, as shown below:

<u>Religion</u>	<u>Number</u>	<u>Per cent</u>
Catholic	29	14.5
Protestant	160	80.0
Jewish	2	1.0
Other	9	4.5

To obtain information concerning the marital status of the parents, students were asked to check one of the following: parents living together, separated, divorced, deceased. The results indicated that the majority of the parents were living together, slightly over 85 per cent. Not any parents were reported as separated but nearly 8.0 per cent were divorced. Thirteen students reported one parent as deceased.

<u>Parents</u>	<u>Number</u>	<u>Per cent</u>
Living together	171	85.5
Separated	0	0.0
Divorced	16	8.0
Deceased	13	6.5

The academic majors of the 200 students were classified by colleges and schools as follows: Arts and Science, Business

Administration, Education and Psychology, Fine Arts, Home Economics, and Nursing. Some students were pursuing pre-professional programs which were not classified as majors offered by the university but are listed as programs in the Basic College. Some students were undecided concerning a major and therefore could not be identified with a college or school. These students, all freshmen, were also considered in the Basic College by the university.

There were 52 different majors reported by the students, with all colleges and schools on campus represented. Slightly over one-third of the majors represented were from the College of Arts and Science. Approximately one-fifth of the majors were offered by the School of Education and Psychology. The Schools of Business Administration and Home Economics were about equally represented with a combined total of nearly one-third of the entire group. The Schools of Fine Arts and Nursing accounted for nearly 2.0 per cent of the majors. Six students were enrolled in one of the following pre-professional courses: pre-medical, pre-law, or pre-engineering. These students and the 21 who were undecided concerning a major comprised slightly more than one-tenth of the sample, Table II.

The students were requested to indicate the number of older and younger brothers and sisters. The response

TABLE II
ACADEMIC MAJORS BY COLLEGES AND SCHOOLS AS
REPORTED BY 200 SUBJECTS

College or School	Number	Per cent
Arts and Science	71	35.5
Business Administration	31	15.5
Education and Psychology	38	19.0
Fine Arts	2	1.0
Home Economics	30	15.0
Nursing	1	0.5
Pre-professional	6	3.0
Undecided	21	10.5

revealed that a large majority of the subjects were from families having two or more children. Of the 200 students, only 13 or 6.5 per cent of the sample were only children. There were 187 students who had a total of 435 brothers and sisters. This was an average of 3.3 children per family. Data analysis was based on this group. Older and younger sisters and younger brothers were almost equally represented with approximately 27 per cent of the total number of siblings reported being in each group; whereas, older brothers represented 20.2 per cent of the total number of siblings. The largest number of children reported in one family was 14.

<u>Brothers and Sisters</u>	<u>Number</u>	<u>Per cent</u>
Older brothers	88	20.2
Older sisters	116	26.7
Younger brothers	114	26.2
Younger sisters	117	26.9

Students were asked to indicate their marital status by checking one of the following: single, married, widowed, divorced, or remarried. The results indicated that the majority, over three-fourths of the sample, were single. Seventeen per cent of the students were married. Not any of the group were widowed but two were divorced. One female

had remarried but did not specify whether she had been divorced or widowed.

<u>Marital Status</u>	<u>Number</u>	<u>Per cent</u>
Single	163	81.5
Married	34	17.0
Widowed	0	0.0
Divorced	2	1.0
Remarried	1	0.5

To obtain information concerning the dating status of the students, the following categories were checked: not dating, dating some, dating steady, engaged. One hundred sixty-three of the students were single. Of this group, the number was divided almost equally between those reporting some dating or steady dating. Twenty-nine and one-half per cent reported being engaged. Only two persons reported not dating.

<u>Dating Status</u>	<u>Number</u>	<u>Per cent</u>
Not dating	2	1.2
Dating some	57	35.0
Dating steady	55	33.7
Engaged	48	29.5
Not reported	1	0.6

The education of the parents of the students participating in the study ranged from elementary school to advanced

degrees. The following categories were used to obtain data: less than eighth grade, completed eighth grade, attended high school (did not graduate), high school graduate, attended college (did not graduate), college graduate, attended graduate school. The highest level of education attained by the majority of mothers was high school graduate, whereas the largest number of fathers had some college education. Of the total group, 171 parents had gone to college, graduated from college, or had attended graduate school; some had received advanced degrees.

The 171 parents represented slightly over 40 per cent of all parents, or 38 per cent of the mothers and 47.5 per cent of the fathers. Approximately the same number of mothers and fathers were college graduates, a little over 13 per cent, but twice as many fathers as mothers had gone to graduate school or had obtained an advanced degree. The least amount of education reported was sixth grade with three mothers and five fathers comprising this group, Table III.

Categories for the classification of occupations of the parents were obtained from the Directory of Occupational Titles (48) as follows:

- 1) Professional, technical, and managerial occupations
- 2) Clerical and sales occupations
- 3) Service occupations

TABLE III
EDUCATIONAL LEVEL OF PARENTS AS REPORTED BY 200 SUBJECTS

Level of Education	Mothers		Fathers		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
Elementary or less	3	1.5	8	4.0	11	2.75
Eighth grade	6	3.0	13	6.5	19	4.75
Some high school	22	11.0	20	10.0	42	10.50
High school graduate	91	45.5	64	32.0	155	38.75
Some college	38	19.0	47	23.5	85	21.25
College graduate	27	13.5	26	13.0	53	13.25
Graduate school	11	5.5	22	11.0	33	8.25
Not reported	2	1.0	0	0.0	2	0.50
Total	200	100.0	200	100.0	400	100.0

- 4) Farming, fishing, forestry, and related occupations
- 5) Processing occupations
- 6) Machine trades occupations
- 7) Bench work occupations
- 8) Structural work occupations
- 9) Miscellaneous occupations

The largest percentage of the 200 fathers were employed in occupations classified as professional and represented 36 per cent of the group. Almost one-third were employed in either clerical or service occupations. These three classifications accounted for 65.5 per cent of all those employed. The other fathers were engaged in occupations classified as farming, processing, machines, bench work, structural, and miscellaneous (28.5 per cent). Fewer men were occupied in bench work than were classified in any of the other categories. Twelve fathers, 6.0 per cent, were reported as retired or not employed, Table IV.

Occupations for mothers were classified in the same manner as those for fathers but were reported differently. The periods of employment were divided as follows: 1) employment during the childhood of the student and, 2) employment during the college years of the student. Employment was further defined as being full-time or part-time.

TABLE IV
OCCUPATIONS OF FATHERS AS REPORTED
BY 200 SUBJECTS

Occupation	Student Response	
	Number	Per cent
Professional	72	36.0
Clerical	33	16.5
Services	26	13.0
Farming	12	6.0
Processing	12	6.0
Machines	6	3.0
Bench work	2	1.0
Structural	15	7.5
Miscellaneous	10	5.0
Retired or unemployed	12	6.0
Total	200	100.0

The group of 200 mothers were divided almost equally between those who were employed and those who were not employed during the childhood of the student, Table V. Those who were not employed represented 52 per cent of the group. Most of the working mothers were employed in full-time occupations and represented over one-third of the sample, whereas part-time employment accounted for only 10 per cent of the mothers.

Employment status of the mothers changed to some extent during the college years of the students. Although almost one-half of the mothers were not employed, of those who were, more were engaged in full-time occupations. Part-time employment involved only 6.0 per cent of the mothers as compared to 45 per cent engaged in full-time occupations.

Approximately one-half of the mothers who were employed either during the childhood or college years of the students were in clerical occupations. Between one-fourth and one-third were engaged in professional occupations. Approximately 18 per cent were employed in service occupations. Processing and machine occupations accounted for about 2.0 per cent, Table VI.

Community size was classified as rural, farm or non-farm; town, under 20,000 population; city 20,000 to 100,000 population; and large city, above 100,000 population. The

TABLE V
EMPLOYMENT STATUS OF MOTHERS AS REPORTED BY 200 SUBJECTS

Occupational Status	Student Response			
	During Childhood of Student		During College Years of Student	
	Number	Per cent	Number	Per cent
Employed				
Full-time	76	38.0	90	45.0
Part-time	20	10.0	12	6.0
Not employed	104	52.0	98	49.0
Total	200	100.0	200	100.0

TABLE VI
OCCUPATIONS OF MOTHERS AS REPORTED BY SUBJECTS

Occupation	Student Response			
	During Childhood of Student		During College Years of Student	
	Number	Per cent	Number	Per cent
Professional	25	26.0	30	29.4
Clerical	52	54.2	50	49.0
Services	17	17.7	19	18.6
Processing	0	0.0	1	1.0
Machines	2	2.1	2	2.0
Total	96	100.0	102	100.0

students were to indicate the size community where most of their lifetime had been spent. The largest group, slightly over one-third of the subjects, indicated the city (20,000 to 100,000). The other students were about evenly divided among rural, town, and large city locations. Each of these comprised approximately 22 per cent of the entire sample, Table VII.

In assessing the participation of parents in religious activities, students checked one of the following: above average, average, or below average. The results indicated that nearly one-half of both the fathers and the mothers were considered as having average participation. Of those who were above average in participation, mothers were more frequently listed than were fathers. Approximately 40 per cent of the 100 mothers but only about one-fourth of the fathers were classified as above average in religious participation. Checked as below average in religious participation were approximately one-tenth of the mothers and one-fourth of the fathers, Table VIII.

The students assessed their own participation in religious activities by checking the following: above average, average, below average participation at home and in the university community. Approximately one-half of the students indicated average participation at home, whereas in the

TABLE VII
SIZE OF COMMUNITY AS REPORTED BY 200 SUBJECTS

Size of Community	Student Response	
	Number	Per cent
Rural (farm or non-farm)	43	21.5
Town (under 20,000)	44	22.0
City (20,000 to 100,000)	71	35.5
Large city (above 100,000)	42	21.0
Total	200	100.0

TABLE VIII
PARENTS' PARTICIPATION IN RELIGIOUS ACTIVITIES
AS REPORTED BY 200 SUBJECTS

Participation in Religious Activities	Student Response			
	Mother		Father	
	Number	Per cent	Number	Per cent
Above average	80	40.0	52	26.0
Average	95	47.5	96	48.0
Below average	23	11.5	48	24.0
Not reported	2	1.0	4	2.0
Total	200	100.0	200	100.0

university community this category accounted for 43 per cent of the responses. Twenty-six per cent of the students indicated above average participation at home but only 11.5 per cent indicated the same degree of participation while in college. Below average participation at home was checked by nearly one-fourth of the students but over 40 per cent checked this category for the university community, Table IX.

One factor contributing to the happiness and success of children throughout life is the happiness of the parents' marriage. The subjects in this study were asked to rate the happiness of their parents' marriage by checking one of the following: extremely happy, happy, average, unhappy, very unhappy. Three-fourths of the students rated their parents' marriage as either happy or extremely happy. The rating of average in happiness accounted for about 14 per cent of the entire group. Unhappy or very unhappy categories were indicated for nearly 12 per cent of the parents.

<u>Happiness Rating of Parents' Marriage</u>	<u>Number</u>	<u>Per cent</u>
Extremely happy	81	40.5
Happy	68	34.0
Average	28	14.0
Unhappy	12	6.0
Very unhappy	11	5.5

TABLE IX
PARTICIPATION IN RELIGIOUS ACTIVITIES
AS REPORTED BY 200 SUBJECTS

Participation of Students	Student Response			
	Home Community		University Community	
	Number	Per cent	Number	Per cent
Above average	52	26.0	23	11.5
Average	103	51.5	86	43.0
Below average	41	20.5	85	42.5
Not reported	4	2.0	6	3.0
Total	200	100.0	200	100.0

The students rated their childhood happiness by checking the same factors: extremely happy, happy, average, unhappy, or very unhappy. Three-fourths of the group rated their childhood as happy or extremely happy. Approximately the same percentage gave these ratings to the parents' happiness in marriage. Another 20 per cent of the sample rated childhood happiness as being average, whereas nearly 6.0 per cent recalled this period in life as being unhappy or very unhappy.

<u>Self-rating of Happiness in Childhood</u>	<u>Number</u>	<u>Per cent</u>
Extremely happy	69	34.5
Happy	80	40.0
Average	40	20.0
Unhappy	10	5.0
Very unhappy	1	0.5

Landis and Landis (24) have stated that a person's attitude toward marriage success or failure has been found to have a positive correlation with the actual success or failure in marriage. To obtain information concerning attitudes of students toward trying to make their own marriage happy and successful, the following attitude options were listed: very determined; average determination; if marriage does not work out, would consider divorce. The results indicated that the majority of the students were very determined

to make their marriage happy and successful; more than three-fourths of the entire group checked this category. Twelve per cent of the group indicated average interest, whereas 5.0 per cent would consider divorce if the marriage did not work out.

<u>Attitude Toward Making Marriage Happy and Successful</u>	<u>Number</u>	<u>Per cent</u>
Very determined	163	81.5
Average	24	12.0
If marriage fails, would consider divorce	10	5.0
No response	3	1.5

In order to determine the extent of conflict which may have existed between parents and children in the home, students were asked to check one of the following degrees of conflict with each parent: very little, average amount, continuous. Nearly 60 per cent of the subjects indicated very little conflict existed with either parent. Approximately one-third indicated an average amount of conflict with either the father or the mother. Four per cent of the students indicated continuous conflict with the mother and twice as many checked continuous conflict with the father, Table X.

Heath (15) stated that what a person believes to be his strengths and weaknesses determines what he will attempt

TABLE X
EXTENT OF STUDENT CONFLICT WITH PARENTS
AS REPORTED BY 200 SUBJECTS

Extent of Conflict	Student Response			
	Mother		Father	
	Number	Per cent	Number	Per cent
Very little	117	58.5	118	59.0
Average	74	37.0	64	32.0
Continuous	8	4.0	17	8.5
Not reported	1	0.5	1	0.5
Total	200	100.0	200	100.0

or will not attempt. In relation to this concept, students were asked to evaluate themselves in the following respects: personal appearance, ability to get along with others, and personality.

The "Attitude Toward Own Personal Appearance" category was classified as follows: very attractive, attractive, average, unattractive, very unattractive. Slightly more than 90 per cent of the students rated themselves as either attractive or average in appearance. Fifteen students considered themselves to be very attractive. Only 2.0 per cent of the college students checked the unattractive category and no student indicated being very unattractive.

<u>Personal Appearance</u> (Self-rating)	<u>Number</u>	<u>Per cent</u>
Very attractive	15	7.5
Attractive	90	45.0
Average	91	45.5
Unattractive	4	2.0
Very unattractive	0	0.0

Ability to get along with others was rated by indicating one of the following: above average, average, below average. Nearly 99 per cent of the students rated their ability as being average or above average. The percentages

were about equally divided between the two categories. Only three students indicated below average ability in getting along with others.

<u>Ability to Get Along With Others</u>	<u>Number</u>	<u>Per cent</u>
Above average	98	49.0
Average	99	49.5
Below average	3	1.5

The "Self Rating of Personality" was divided into three types of personality: outgoing, average, retiring. The results of this tabulation indicated a similar pattern to that seen in the two previous evaluations of personal appearance and ability to get along with others. The majority of the students, 95 per cent, were equally divided as to the ratings of outgoing and average personality types. Only 5.0 per cent considered themselves as having a retiring personality.

<u>Personality Type</u>	<u>Number</u>	<u>Per cent</u>
Outgoing	95	47.5
Average	95	47.5
Retiring	10	5.0

Students were asked to indicate the extent of the sex education received by checking one of the following: adequate, average, inadequate, very inadequate. The results

indicated that sex education was considered to be average or adequate by two-thirds of the students, with the percentages similar for these two categories. Slightly over 25 per cent of the subjects felt their sex education had been inadequate, whereas less than 10 per cent regarded this phase of education as being very inadequate.

<u>Sex Education</u>	<u>Number</u>	<u>Per cent</u>
Adequate	67	33.5
Average	64	32.0
Inadequate	53	26.5
Very inadequate	15	7.5
No response	1	0.5

According to Landis and Landis (24) the attitudes individuals hold toward having children in marriage affect the happiness and success of the marriage. To determine the attitudes of this group of students toward the importance of having children as a factor relating to marital happiness, the subjects were asked to check one of the following: very important, important, average, unimportant, very unimportant. The responses indicated that slightly over 50 per cent of the college students considered children very important to the marriage. Thirty-three per cent of the 200 students considered having children to be important. Less than 15 per

cent checked average or unimportant and only one person indicated that children were very unimportant to the happiness of the marriage.

<u>Importance of Children to Marriage</u>	<u>Number</u>	<u>Per cent</u>
Very important	101	50.5
Important	67	33.5
Average	19	9.5
Unimportant	10	5.0
Very unimportant	1	0.5
No response	2	1.0

THE ALLPORT, VERNON, LINDZEY STUDY OF VALUES

The Allport, Vernon, Lindzey (2) Study of Values measures the relative prominence of six basic interests or motives in personality: theoretical, economic, aesthetic, social, political, and religious. These interests are also referred to as values. This instrument was chosen because it was designed primarily to be used with college students.

The Study of Values Test Booklet was divided into two parts. Part I contained 30 controversial statements or questions with two alternative answers given for each question. Personal preferences were indicated by giving a score to each alternative by using one of the following combinations: 3 and 0, 0 and 3, 2 and 1, or 1 and 2. Three indicated a decided preference for one alternative

with no preference for the other one, whereas a combination of 2 and 1 or 1 and 2 showed a preference for both but more emphasis given to one preference. The score for each question must total 3.

Part II contained 15 situations or questions followed by four possible answers. Personal preferences were rated by writing 4, 3, 2, or 1 in the appropriate spaces. Four indicated the highest preference and one the lowest. The score for each question or situation must total 10.

According to Allport, Vernon, and Lindzey (2), the test was constructed in such a way that 40 is the average for any single value. Scores for each of the six values should be plotted on a graph to show the profile for each person when individual results are to be used. If a subject has a profile that is nearly flat, this indicates that all six values are equally favored. Only the larger peaks or depressions in the profiles are significant. The six values are relative and a high score can be obtained on one value only by obtaining low scores on one or more of the other values. The investigator of the present study constructed group profiles based upon the mean scores for the various groups being studied.

Different norms have been established for scores for men and women. The following information was taken from the Allport, Vernon and Lindzey Study of Values Test Booklet (2):

Scores for Men

High and low scores. A score on one of the values may be considered definitely high or low if it falls outside the following limits. Such scores exceed the range of 50 per cent of all male scores on that value.

Theoretical	39-49	Social	32-42
Economic	37-48	Political	38-47
Aesthetic	29-41	Religious	32-44

Outstandingly high and low scores. A score on one of the values may be considered very distinctive if it is higher or lower than the following limits. Such scores fall outside the range of 82 per cent of all male scores for that value.

Theoretical	34-54	Social	28-47
Economic	32-53	Political	34-52
Aesthetic	24-47	Religious	26-51

Scores for Women

High and low scores. A score on one of the values may be considered definitely high or low if it falls outside the following limits. Such scores exceed the range of 50 per cent of all female scores for that value.

Theoretical	31-41	Social	37-47
Economic	33-43	Political	34-42
Aesthetic	37-48	Religious	37-50

Outstandingly high and low scores. A score on one of the values may be considered very distinctive if it is higher or lower than the following limits. Such scores fall outside the range of 82 per cent of all female scores for that value.

Theoretical	26-45	Social	33-51
Economic	28-48	Political	29-46
Aesthetic	31-54	Religious	31-56

Using the above scores for men and women the investigator of the present study constructed a table to show the distribution of scores for 100 male and 100 female students represented in this study. The following divisions were made for each value: very high, high, average, low, and very low. The results of this distribution are summarized in Table XI. An interesting observation was noted in the results in the overall distribution of the men and women students in the five categories based on their own norms for the six personal values. As many male as female students were categorized in the average, high and very high groups, whereas more females scored in the low category and more males in the very low category. For theoretical, social and religious values more female subjects scored above average with more male subjects scoring below average; whereas, more male students scored above average on aesthetic, economic, and political values with more females scoring below average on these values. Males and females failed to follow the usually expected pattern in respect to theoretical and aesthetic values. According to Allport, Vernon, and Lindzey (2), common experience

TABLE XI

DISTRIBUTION OF SCORES FOR 200 SUBJECTS ON STUDY OF VALUES TEST ACCORDING TO SEX

Value	Distribution Male Scores	Male Students (N=100)	Distribution Female Scores	Female Students (N=100)
Theoretical				
Very high	55 - above	4	46 - above	11
High	50 - 54	8	42 - 45	9
Average	39 - 49	62	31 - 41	65
Low	34 - 38	17	26 - 30	9
Very low	0 - 33	9	0 - 25	6
Economic				
Very high	54 - above	11	49 - above	8
High	49 - 53	22	44 - 48	19
Average	37 - 48	57	33 - 43	61
Low	32 - 36	4	28 - 32	7
Very low	0 - 31	6	0 - 27	5
Aesthetic				
Very high	48 - above	5	55 - above	0
High	42 - 47	12	49 - 54	7
Average	29 - 41	59	37 - 48	45
Low	24 - 28	13	31 - 36	31
Very low	0 - 23	11	0 - 30	17
Social				
Very high	48 - above	7	52 - above	6
High	43 - 47	2	48 - 51	8
Average	32 - 42	50	37 - 47	53
Low	28 - 31	17	33 - 36	11
Very low	0 - 27	24	0 - 32	22

TABLE XI (Continued)

DISTRIBUTION OF SCORES FOR 200 SUBJECTS ON STUDY OF VALUES TEST ACCORDING TO SEX

Value	Distribution Male Scores	Male Students (N=100)	Distribution Female Scores	Female Students (N=100)
Political				
Very high	53 - above	19	47 - above	17
High	48 - 52	22	43 - 46	21
Average	38 - 47	43	34 - 42	47
Low	34 - 37	9	29 - 33	12
Very low	0 - 33	7	0 - 28	3
Religious				
Very high	52 - above	9	57 - above	14
High	45 - 51	18	51 - 56	22
Average	32 - 44	56	37 - 50	59
Low	26 - 31	7	31 - 36	3
Very low	0 - 25	10	0 - 30	2

has shown that women will, on the average, be more religious, social, and aesthetic than men; men, however, usually have relatively high theoretical, economic, and political values.

Means and standard deviations for each of the six personal values for males and females and for the total group are given in Table XII. This information was used in making further comparisons of groups.

The means and standard deviations of the 200 students at the University of Southern Mississippi, represented in the present study, were compared with the norms given for 3778 college students in the Allport, Vernon, and Lindzey Manual (2) which accompanies the Study of Values Test Booklet. The results are presented in Table XIII. There was no significant difference in theoretical values held by the two groups, but there were highly significant differences between the groups for the remaining five values. The results of the t-test indicated that the 200 University of Southern Mississippi students scored significantly higher on economic, political, and religious values than the collegiate population but scored significantly lower on aesthetic and social values.

In comparing the means and standard deviations of the 100 male students at the University of Southern Mississippi with the norms given for the 2489 males in the collegiate population, the results were found to be non-significant for

TABLE XII
MEANS AND STANDARD DEVIATIONS FOR 200 SUBJECTS
ON STUDY OF VALUES TEST

Value	Male and Female Students (N=200)		Male Students (N=100)		Female Students (N=100)	
	Group Mean	Standard Deviation	Group Mean	Standard Deviation	Group Mean	Standard Deviation
Theoretical	39.55	7.07	42.68	6.03	36.42	6.67
Economic	42.16	7.33	44.98	7.08	39.34	6.46
Aesthetic	35.82	7.34	33.87	7.58	37.76	6.57
Social	36.63	7.39	33.65	6.93	39.60	6.63
Political	42.36	7.46	45.63	7.58	39.08	5.73
Religious	43.50	9.17	39.25	8.99	47.75	7.19

TABLE XIII
COMPARISON OF MEAN SCORES FOR 200 SUBJECTS ON STUDY OF VALUES
TEST WITH COLLEGIATE POPULATION NORMS

Value	Collegiate Population (N=3778)		Male and Female Students (N=200)		t value
	Group Mean	Standard Deviation	Group Mean	Standard Deviation	
Theoretical	39.75	7.27	39.55	7.07	0.3801
Economic	40.33	7.61	42.16	7.33	3.5832**
Aesthetic	38.88	8.42	35.82	7.34	5.8745**
Social	39.56	7.03	36.63	7.39	5.5816**
Political	40.39	6.44	42.36	7.46	3.7536**
Religious	41.01	9.31	43.50	9.17	3.8780**

**Significant at the .01 level of confidence.

theoretical, aesthetic, and religious values, but highly significant for economic, social, and political values. Economic and political values were significantly higher, whereas social values were significantly lower than those given for the all male norms, Table XIV.

The t-test of significance was also used to determine whether or not there were any real differences in values between the 100 female students at the University of Southern Mississippi, represented in the present study, and the 1289 females in the collegiate population for whom norms had been established, Table XV. There were no significant differences between the two groups on theoretical and economic values, but the results indicated that the University of Southern Mississippi females placed significantly more emphasis ($p < .05$) on political values than the 1289 females. Religious values were significantly higher ($p < .01$) for the University of Southern Mississippi females, but aesthetic and social values were significantly lower ($p < .01$) than the norms given for the 1289 females in the collegiate population.

In 1962, Twomey (46) studied the values of a select group of undergraduate students at Colorado State College. The results of this study also revealed significant differences between the values of these college students and the Allport, Vernon, Lindzey (2) normative group of college students, as measured by the mean scores on the Study of Values scale.

TABLE XIV
COMPARISON OF MEAN SCORES FOR 100 MALE SUBJECTS ON STUDY OF VALUES
TEST WITH COLLEGIATE NORMS FOR MALES

Value	Collegiate Population (N=2489 males)		Male Students (N=100)		t value
	Group Mean	Standard Deviation	Group Mean	Standard Deviation	
Theoretical	43.75	7.34	42.68	6.03	1.7599
Economic	42.78	7.92	44.98	7.08	3.1570**
Aesthetic	35.09	8.49	33.87	7.58	1.5720
Social	37.09	7.03	33.65	6.93	4.9221**
Political	42.94	6.64	45.63	7.58	3.5587**
Religious	38.20	9.32	39.25	8.99	1.2102

**Significant at the .01 level of confidence.

TABLE XV
COMPARISON OF MEAN SCORES FOR 100 FEMALE SUBJECTS ON STUDY OF VALUES
TEST WITH COLLEGIATE NORMS FOR FEMALES

Value	Collegiate Population (N=1289)		Female Students (N=100)		t value
	Group Mean	Standard Deviation	Group Mean	Standard Deviation	
Theoretical	35.75	7.19	36.42	6.67	1.0206
Economic	37.87	7.30	39.34	6.46	2.3044
Aesthetic	42.67	8.34	37.76	6.57	7.4596**
Social	42.03	7.02	39.60	6.63	3.6526**
Political	37.84	6.23	39.08	5.73	2.2035*
Religious	43.81	9.40	47.75	7.19	5.4914**

*Significant at the .05 level of confidence.

**Significant at the .01 level of confidence.

In the present study the following group comparisons were made: all freshmen with all seniors, freshman females with senior females, and freshman males with senior males, Table XVI. There were no significant differences between the 100 freshmen and the 100 seniors as measured by the mean scores on the Study of Values test. There were also no significant differences between freshman and senior female students. The same pattern existed for freshman and senior males for all value scores except theoretical. In the area of theoretical values the mean for seniors was higher than that for freshman males.

The profile of values for freshman and senior females, Figure 1, shows how closely the values of the two groups parallel, with seniors placing slightly more importance on theoretical, economic, social, political, and religious values than freshmen. Figure 2 gives a profile of values for freshman and senior males. This also shows a close similarity between the values of both groups of males included in this study. As previously stated the t-test indicated significant differences between the mean scores only for theoretical values.

Whitmore's study (52) of values of teachers, student teachers, and prospective student teachers, in which the Allport, Vernon and Lindzey Study of Values was used to

TABLE XVI
COMPARISON OF MEAN SCORES FOR 200 SUBJECTS ON STUDY
OF VALUES TEST ACCORDING TO SEX AND ACADEMIC LEVEL

Variable and Groups	t value	Level of Signifi- cance
Theoretical values		
All freshmen vs. all seniors	1.9336	N.S.
Freshman females vs. senior females	1.0360	N.S.
Freshman males vs. senior males	2.0760	*
Economic values		
All freshmen vs. all seniors	1.2929	N.S.
Freshman females vs. senior females	0.2155	N.S.
Freshman males vs. senior males	1.7075	N.S.
Aesthetic values		
All freshmen vs. all seniors	1.5390	N.S.
Freshman females vs. senior females	1.7695	N.S.
Freshman males vs. senior males	0.5793	N.S.
Social values		
All freshmen vs. all seniors	0.1242	N.S.
Freshman females vs. senior females	0.0150	N.S.
Freshman males vs. senior males	0.2011	N.S.
Political values		
All freshmen vs. all seniors	0.3405	N.S.
Freshman females vs. senior females	0.2785	N.S.
Freshman males vs. senior males	0.6835	N.S.
Religious values		
All freshmen vs. all seniors	1.0255	N.S.
Freshman females vs. senior females	0.6098	N.S.
Freshman males vs. senior males	0.9881	N.S.

N.S. Non-significant

*Significant at the .05 level of confidence.

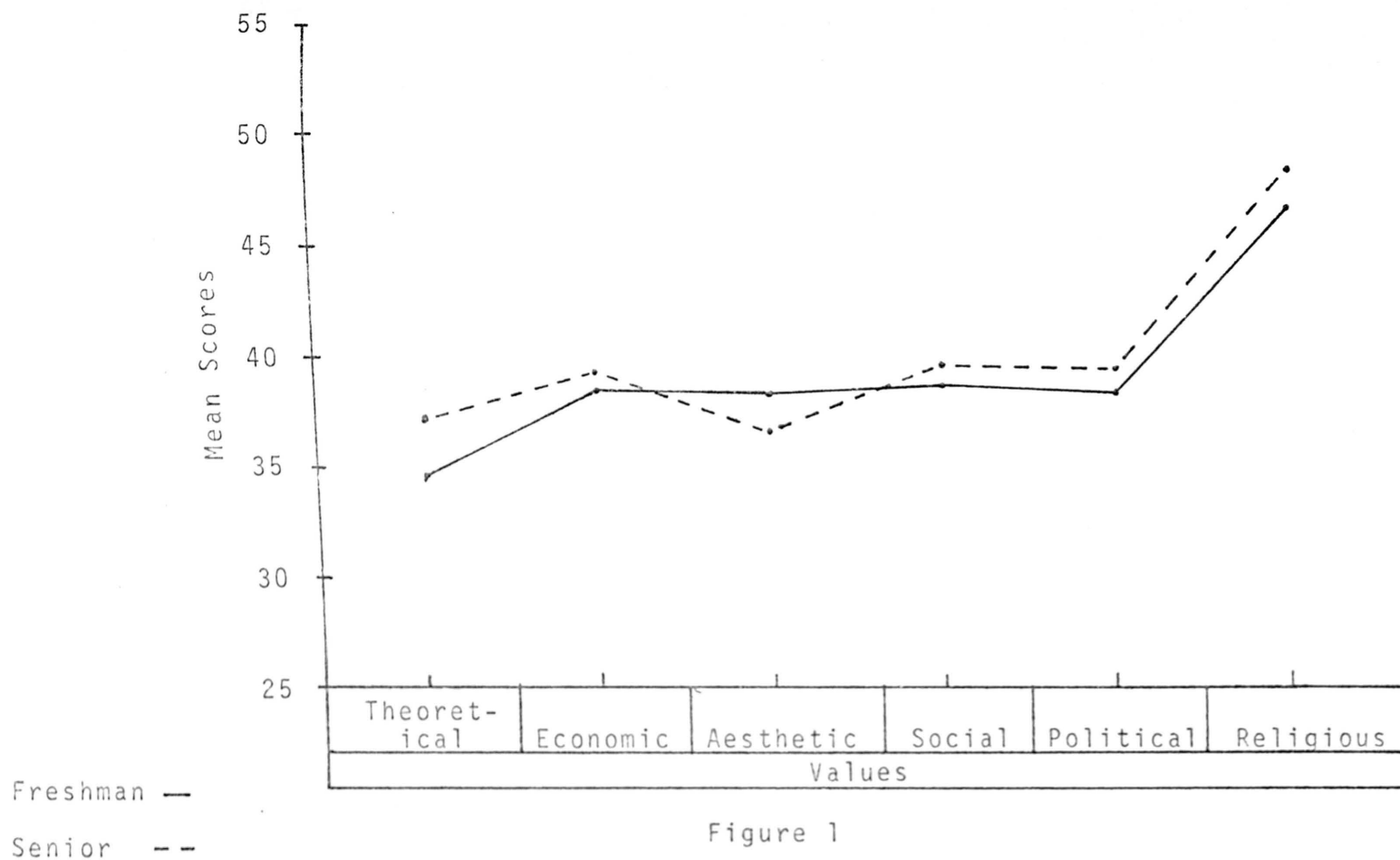


Figure 1
Profile of Values Based on Mean Scores for 50 Freshman
and 50 Senior Females

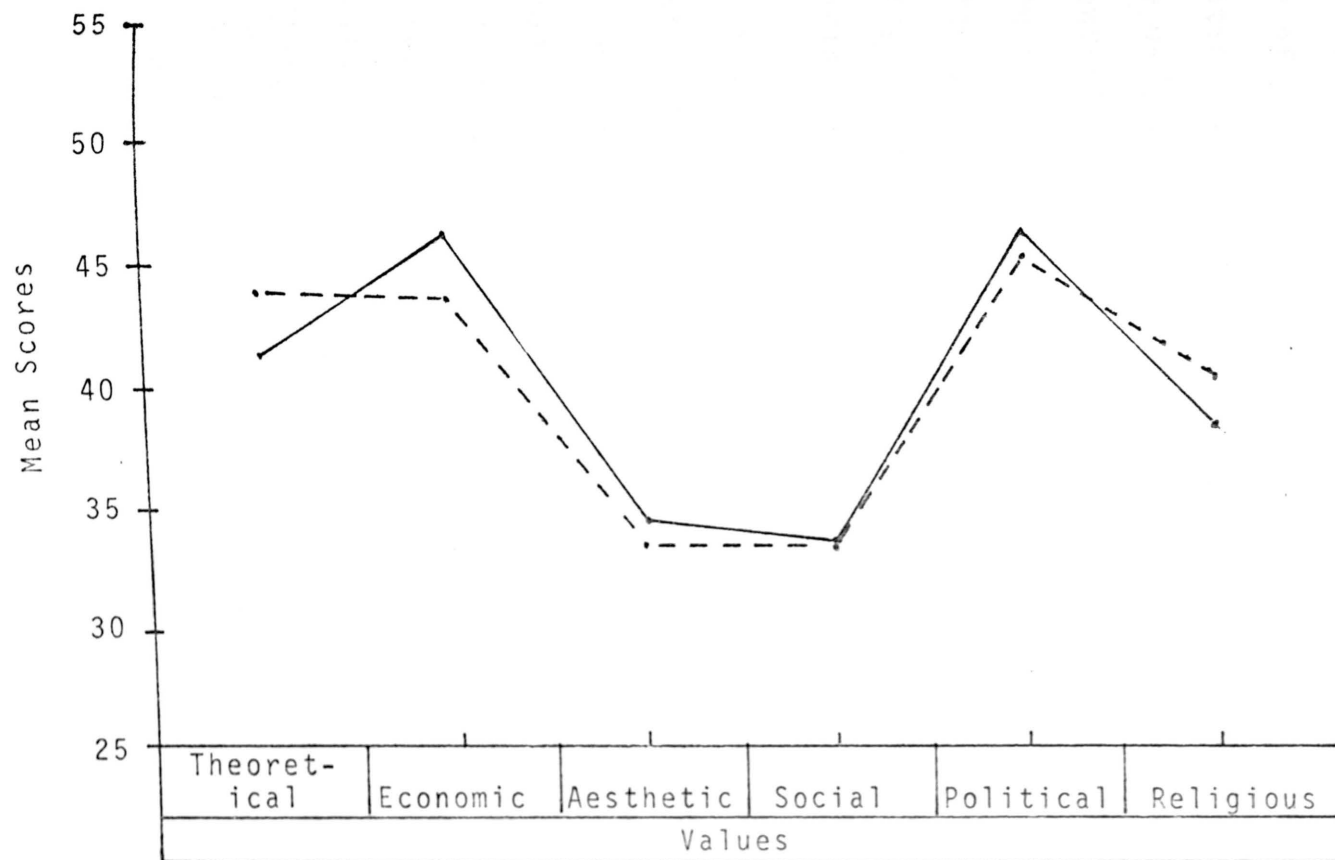


Figure 2

Profile of Values Based on Mean Scores for 50 Freshmen
and 50 Senior Males

obtain data, revealed similar findings. There were no significant differences between the scores of male teachers and those of male student teachers or those of male undergraduate education majors who were preparing for teaching positions. There were also no significant differences between the male student teachers and male undergraduate education majors preparing for secondary level teaching positions. The same results were found in comparing female teachers, female student teachers and female undergraduate education majors preparing for secondary level teaching positions.

Closely supporting Whitmore's findings (52) was a study by Rebstock (38) in which changes in the personality, values, attitudes and verbal behavior of student teachers were investigated. Results indicated that the teaching of certain objective observational techniques to social studies students does not change the theoretical, economic, aesthetic, social, or religious values of those student teachers as measured by the Study of Values scale, although there was some evidence that these students placed less value upon personal power than students not taught these techniques.

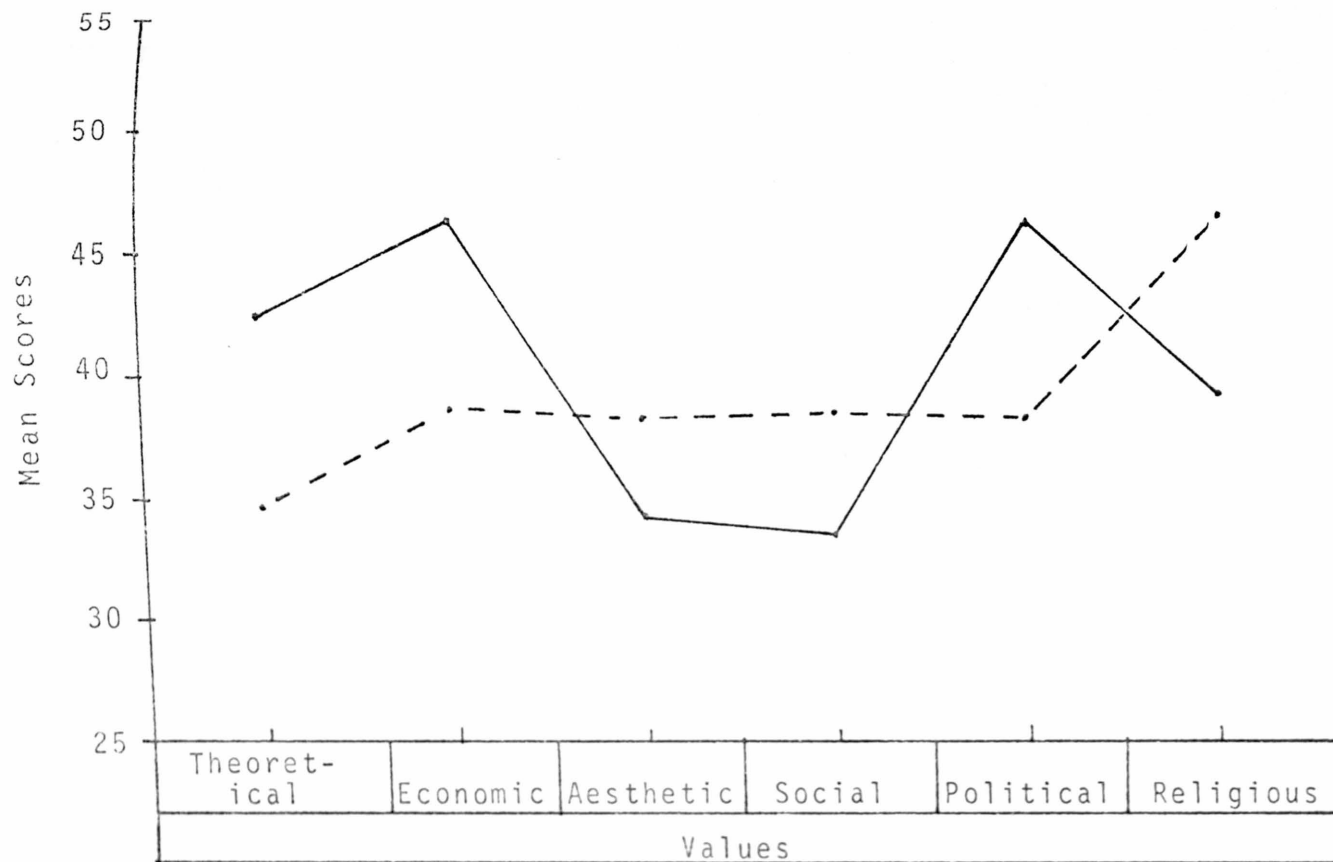
In contrast to Rebstock's research (38), Walker's study (49) in 1967, of selected psychosocial correlates of college student sub-cultures found highly diverse and heterogeneous sub-groups of students. These groups differed significantly

on values related to things intellectual and in their attitudes toward various aspects of the institution as measured by the Study of Values scale.

Since norms for men and women differ on the Study of Values test, it is usually not advisable to attempt to make comparisons between all male and all female groups. However, the investigator of this study plotted three graphs to obtain profiles for three groups: freshman males and females, senior males and females, and all males and females who participated in the study. The purpose of the profiles is not to attempt to identify significant differences between male and female groups but to determine whether or not a consistent pattern exists. Figures 3, 4, and 5 reveal that a consistent pattern does exist especially in the male profiles. This is also evident in the profiles for females in Figures 4 and 5 and to a lesser extent in Figure 3.

COMPARISON OF CERTAIN BACKGROUND FACTORS WITH VALUES HELD BY STUDENTS

To determine the extent of influence of certain background factors on the values held by the 200 students participating in this study, correlation coefficients were obtained. The six values were theoretical, economic, aesthetic, social, political, and religious. Background factors included education of the father and the mother, occupation of the father



Males —
Females - -

Figure 3
Profile of Values Based on Mean Scores for 50
Freshman Males and 50 Freshman Females

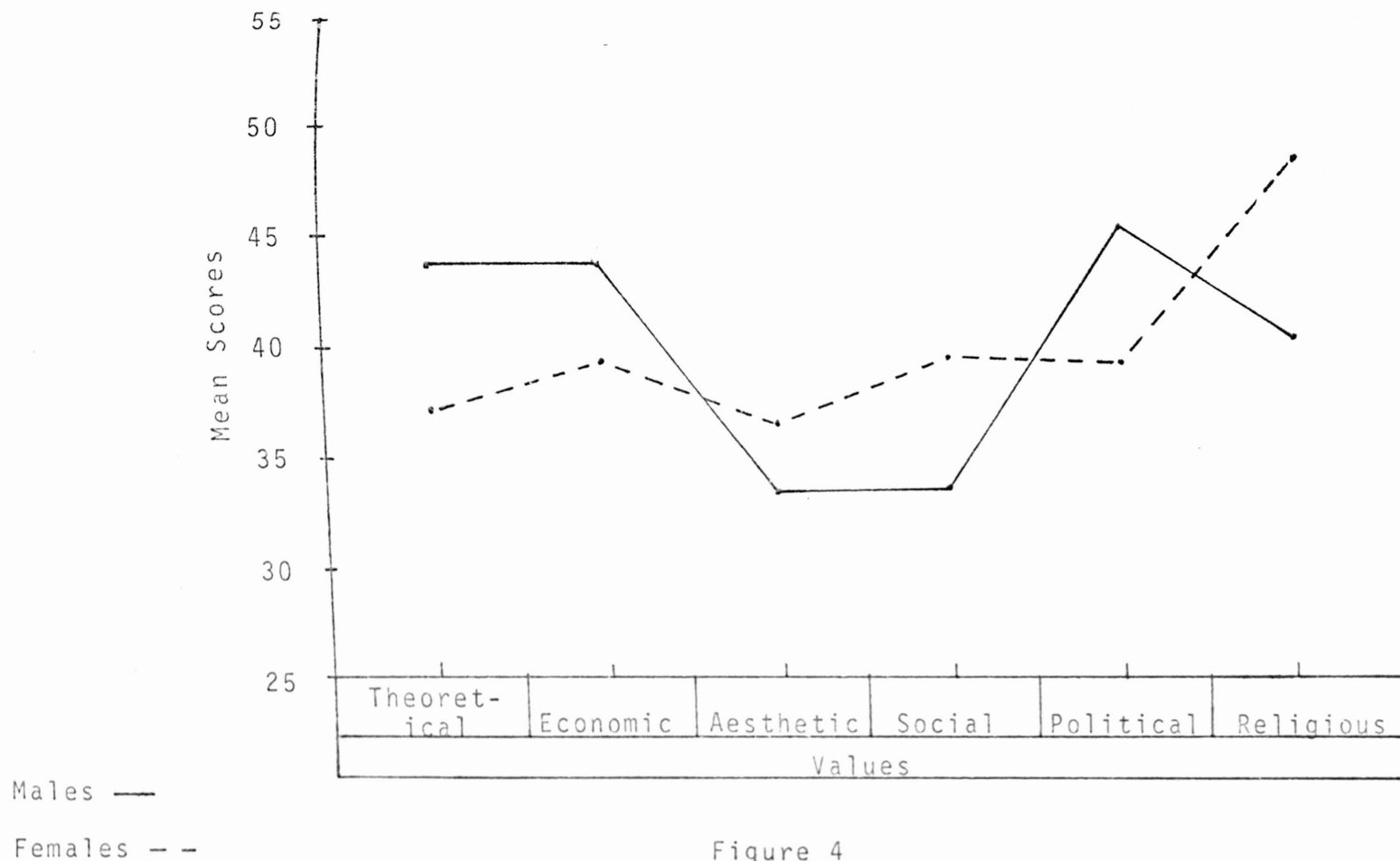


Figure 4
Profile of Values Based on Mean Scores for 50 Senior
Males and 50 Senior Females

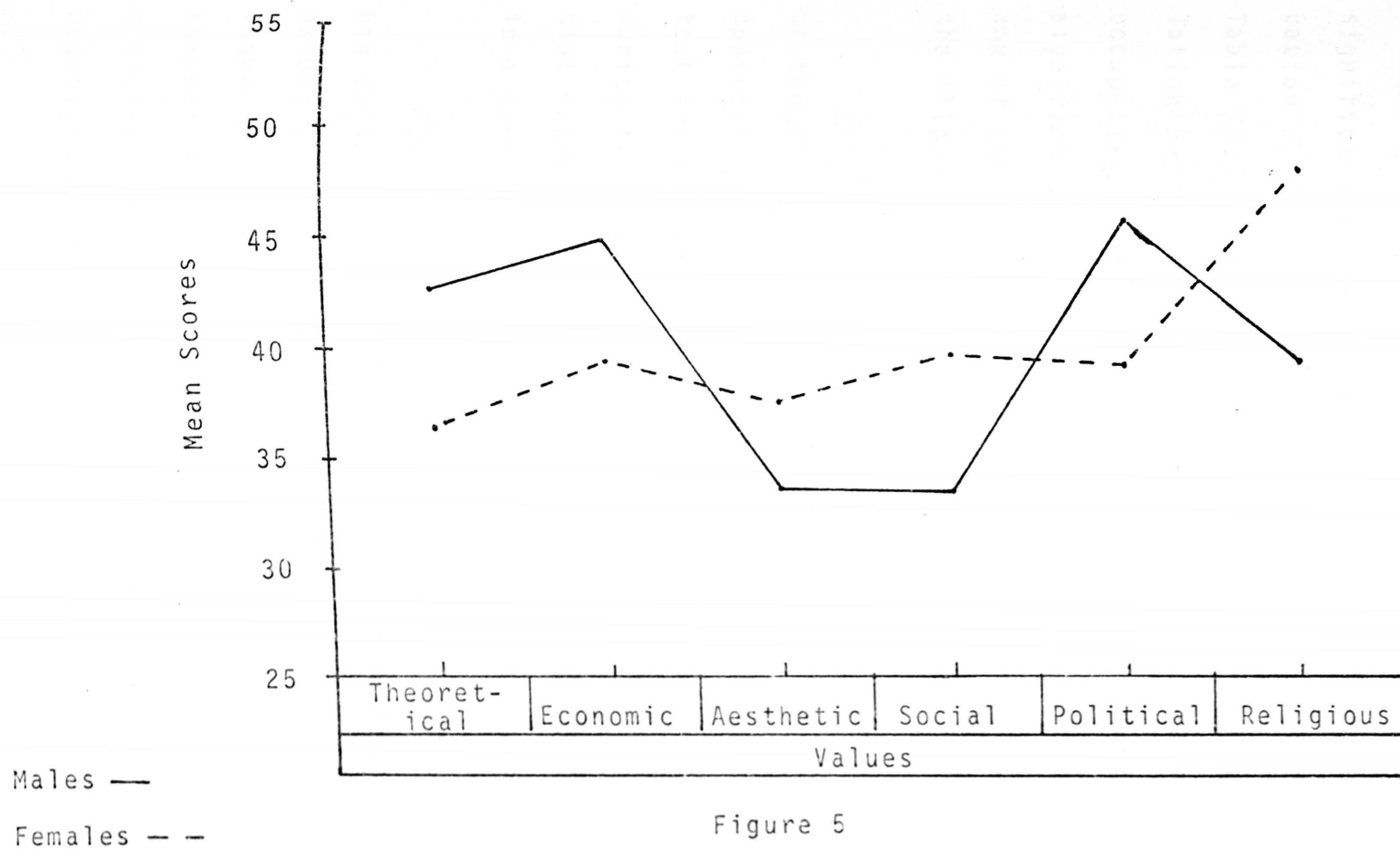


Figure 5
Profile of Values Based on Mean Scores for 100
Males and 100 Females

and the mother, and the size of community in which the student grew up. Findings revealed a positive correlation, significant at the .05 level of confidence, between the education of the father and the aesthetic values of the students, Table XVII. All other correlation coefficients for the relationship of personal values and either the education or occupation of the father were non-significant. There was no significant relation between the education of the mother and any of the six value scores of the students as measured by the Allport, Vernon and Lindzey Study of Values.

Neither the occupation of the father nor the occupation of the mother during the childhood of the students had any apparent effect upon the students' values as measured by the test instrument. However, the occupation of the mother during the college years of the student was a highly significant factor in influencing the economic values of the students, in a positive direction.

The size of the community in which the student spent his childhood seemed to have had more effect on the students' values than either education or occupation of the parents. There was a positive correlation between community size and theoretical values ($p < .05$) and between community size and economic values ($p < .01$). There was a highly significant negative correlation between size of the community and

TABLE XVII
CORRELATION COEFFICIENTS FOR PERSONAL VALUES OF 200
SUBJECTS AS RELATED TO SPECIFIC BACKGROUND FACTORS

Variable and Groups	Correlation Coefficient	Level of Significance
Theoretical values		
Education of father	0.1046	N.S.
Education of mother	0.0561	N.S.
Occupation of father	-0.0518	N.S.
Occupation of mother during childhood of student (N=96)	-0.0068	N.S.
Occupation of mother during college years of student (N=102)	0.0418	N.S.
Size of community where students grew up	0.1478	*
Economic values		
Education of father	-0.1250	N.S.
Education of mother	-0.0844	N.S.
Occupation of father	-0.0360	N.S.
Occupation of mother during childhood of student (N=96)	0.1676	N.S.
Occupation of mother during college years of student (N=102)	0.2024	**
Size of community where students grew up	0.1913	**
Aesthetic values		
Education of father	0.1598	*
Education of mother	0.1283	N.S.
Occupation of father	-0.0841	N.S.
Occupation of mother during childhood of student (N=96)	0.1059	N.S.
Occupation of mother during college years of student (N=102)	-0.1063	N.S.
Size of community where students grew up	0.0429	N.S.

TABLE XVII (Continued)

CORRELATION COEFFICIENTS FOR PERSONAL VALUES OF 200
SUBJECTS AS RELATED TO SPECIFIC BACKGROUND FACTORS

Variable and Groups	Correlation Coefficient	Level of Significance
Social values		
Education of father	-0.0836	N.S.
Education of mother	0.0295	N.S.
Occupation of father	0.0638	N.S.
Occupation of mother during childhood of student (N=96)	-0.0836	N.S.
Occupation of mother during college years of student (N=102)	-0.1386	N.S.
Size of community where students grew up	-0.1351	N.S.
Political values		
Education of father	-0.0845	N.S.
Education of mother	-0.0891	N.S.
Occupation of father	-0.0074	N.S.
Occupation of mother during childhood of student (N=96)	-0.0815	N.S.
Occupation of mother during college years of student (N=102)	0.1233	N.S.
Size of community where students grew up	0.0794	N.S.
Religious values		
Education of father	0.0249	N.S.
Education of mother	-0.0361	N.S.
Occupation of father	0.0935	N.S.
Occupation of mother during childhood of student (N=96)	-0.0682	N.S.
Occupation of mother during college years of student (N=102)	-0.0813	N.S.
Size of community where students grew up	-0.2307	**

N.S. Non-significant

*Significant at the .05 level of confidence.

**Significant at the .01 level of confidence.

religious values indicating that the larger the community the less the importance placed on religion. Although the correlation coefficient was not sufficiently high to be significant there was a negative relationship between social values and community size which may indicate a trend; the larger the community the less the emphasis placed on social values.

To determine whether or not there were any real differences between the values of freshman males, senior males, freshman females, and senior females in relation to occupation of the parents and in relation to the size of the community, data were analyzed further. There was apparently no relationship between the fathers' occupations and the values of freshman males, senior males, or freshman females but there was a significant negative correlation ($p < .05$) with the theoretical values of senior females. This indicates that the higher the level of the fathers' occupations the less importance senior females placed on theoretical values, Table XVIII.

The relationship of the occupation of the mother to the values of the students was non-significant for senior males for all six areas of personal values. The relationship for the aesthetic values was significant for freshman males and the economic values for senior females. There was a positive correlation ($p < .05$) for both of these values

TABLE XVIII

CORRELATION COEFFICIENTS FOR PERSONAL VALUES OF FOUR GROUPS
OF 200 SUBJECTS AS RELATED TO OCCUPATION OF THE FATHER

Variable and Groups	Correlation Coefficient	Level of Significance
Theoretical values		
Freshman males	-0.0663	N.S.
Senior males	-0.0375	N.S.
Freshman females	0.0399	N.S.
Senior females	-0.2871	*
Economic values		
Freshman males	0.0468	N.S.
Senior males	-0.1820	N.S.
Freshman females	-0.1450	N.S.
Senior females	0.2009	N.S.
Aesthetic values		
Freshman males	-0.1027	N.S.
Senior males	-0.0938	N.S.
Freshman females	-0.0109	N.S.
Senior females	-0.1495	N.S.
Social values		
Freshman males	0.2224	N.S.
Senior males	0.2092	N.S.
Freshman females	-0.0373	N.S.
Senior females	-0.0904	N.S.
Political values		
Freshman males	-0.0888	N.S.
Senior males	-0.1795	N.S.
Freshman females	0.1222	N.S.
Senior females	0.1978	N.S.
Religious values		
Freshman males	0.0783	N.S.
Senior males	0.2197	N.S.
Freshman females	0.0016	N.S.
Senior females	0.1186	N.S.

N.S. Non-significant.

*Significant at the .05 level of confidence.

indicating that freshman males whose mothers were employed in the higher occupational classifications placed more importance on aesthetic values than on other values, whereas for senior females the higher the professional level of the mothers the more emphasis was placed on economic values. There was a high positive correlation ($p < .05$) between the theoretical, economic and aesthetic values of freshman females and the occupation of mothers which tends to indicate that the occupation of the mothers had more influence on the values of freshman women than upon senior women. The correlations for the other three values were not significant, Table XIX.

The size of the community in which the students grew up appears to have had the most effect on the values of freshman females and the least effect on freshman males of any of the four groups investigated. The correlation coefficients for all values for freshman males were non-significant, whereas those for economic and political values were significant ($p < .05$) and those for aesthetic values highly significant ($p < .01$) for freshman females. For senior males, two values were significantly related to the size of the community. Economic values had a positive correlation, significant at the .05 level of confidence, whereas religious values had a negative correlation, significant at the .05 level of confidence. This tends to imply that the larger the size of

TABLE XIX

CORRELATION COEFFICIENTS FOR PERSONAL VALUES OF FOUR GROUPS
OF 200 SUBJECTS AS RELATED TO OCCUPATION OF THE MOTHER

Variable and Groups	Correlation Coefficient	Level of Significance
Theoretical values		
Freshman males	-0.0451	N.S.
Senior males	0.1062	N.S.
Freshman females	0.4777	*
Senior females	0.1358	N.S.
Economic values		
Freshman males	0.0926	N.S.
Senior males	0.0011	N.S.
Freshman females	0.3969	*
Senior females	0.4530	*
Aesthetic values		
Freshman males	0.4789	*
Senior males	-0.1653	N.S.
Freshman females	0.4843	*
Senior females	0.3062	N.S.
Social values		
Freshman males	0.0131	N.S.
Senior males	0.2150	N.S.
Freshman females	0.2955	N.S.
Senior females	0.0809	N.S.
Political values		
Freshman males	-0.2265	N.S.
Senior males	-0.0319	N.S.
Freshman females	0.3412	N.S.
Senior females	0.2354	N.S.
Religious values		
Freshman males	-0.2343	N.S.
Senior males	-0.0647	N.S.
Freshman females	0.3827	N.S.
Senior females	0.3352	N.S.

N.S. Non-significant.

*Significant at the .05 level of confidence.

the community, the greater the emphasis senior males placed on economic values and the less emphasis these students placed on religious values. The only significant relationship between values of senior females and community size was that for theoretical values. The positive correlation was highly significant. The implication is that the larger the community in which these students grew up the greater importance these subjects placed on theoretical values, Table XX.

A number of background factors were found to have a highly significant relationship to the religious values held by the 200 students at the University of Southern Mississippi, Table XXI. The religious affiliation of the students affected the religious values. Protestant students had higher values than any other group represented in the study ($p < .01$). Protestants had a mean score of 44.56 for religious values. Catholics ranked second with a mean score of 40.28. Jewish and "others" had a similar but lower mean score.

The greater the religious participation of the parents, the higher the religious values of the students. The participation of the fathers in religious activities was found to have a highly significant effect on the religious values of the students. Although the F-value for the analysis of variance was not sufficiently high to be significant, there was

TABLE XX

CORRELATION COEFFICIENTS FOR PERSONAL VALUES OF FOUR GROUPS
OF 200 SUBJECTS AS RELATED TO SIZE OF COMMUNITY

Variable and Groups	Correlation Coefficient	Level of Significance
Theoretical values		
Freshman males	0.1524	N.S.
Senior males	0.0673	N.S.
Freshman females	0.1607	N.S.
Senior females	0.3605	**
Economic values		
Freshman males	0.2528	N.S.
Senior males	0.3362	*
Freshman females	0.3313	*
Senior females	-0.1187	N.S.
Aesthetic values		
Freshman males	-0.1150	N.S.
Senior males	0.0608	N.S.
Freshman females	0.4230	**
Senior females	0.0946	N.S.
Social values		
Freshman males	-0.2717	N.S.
Senior males	-0.1319	N.S.
Freshman females	0.2189	N.S.
Senior females	0.0663	N.S.
Political values		
Freshman males	0.1845	N.S.
Senior males	0.0584	N.S.
Freshman females	0.3585	*
Senior females	-0.2326	N.S.
Religious values		
Freshman males	-0.1098	N.S.
Senior males	-0.3055	*
Freshman females	0.2440	N.S.
Senior females	-0.1637	N.S.

N.S. Non-significant.
 *Significant at the .05 level of confidence.
 **Significant at the .01 level of confidence.

TABLE XXI

ANALYSIS OF VARIANCE FOR DATA CONCERNING CERTAIN BACKGROUND
FACTORS AND RELIGIOUS VALUES OF 200 SUBJECTS

Variable and Source of Variation	Degrees of Freedom	Mean Square	F value
Religious Affiliation			
Between groups	3	322.901	4.013**
Within groups	196	80.466	
Mothers' Participation in Religious Activities			
Between groups	2	248.602	3.012
Within groups	195	82.545	
Fathers' Participation in Religious Activities			
Between groups	2	413.969	5.088**
Within groups	193	81.368	
Students' Participation in Religious Activities in Home Community			
Between groups	2	1328.125	18.459**
Within groups	193	71.951	
Students' Participation in Religious Activities in University Community			
Between groups	2	692.098	8.934**
Within groups	191	77.471	
Happiness Rating of Parents' Marriage			
Between groups	4	105.396	1.259
Within groups	195	83.684	

TABLE XXI (Continued)

ANALYSIS OF VARIANCE FOR DATA CONCERNING CERTAIN BACKGROUND
FACTORS AND RELIGIOUS VALUES OF 200 SUBJECTS

Variable and Source of Variation	Degrees of Freedom	Mean Square	F value
Happiness Rating of Childhood			
Between groups	3	299.487	3.687*
Within groups	195	81.227	
Students' Attitude Toward Marriage			
Between groups	2	669.270	8.586**
Within groups	194	77.952	
Conflict With Father			
Between groups	2	138.420	1.659
Within groups	196	83.427	
Students' Attitude Toward Children			
Between groups	3	232.796	2.829*
Within groups	193	82.294	

*Significant at the .05 level of confidence.

**Significant at the .01 level of confidence.

a relationship between the participation of the mothers in religious activities and the students' value scores. The mean scores for the fathers and mothers were similar, with the higher means indicating above average participation of the parents in religious activities.

<u>Participation of Parents</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>
Father	46.90	42.75	41.60
Mother	45.33	42.63	40.87

The participation of the students in religious activities in the home community and also in the university community had a highly significant effect on their religious values indicating that the students practiced their religious beliefs. The mean scores revealed that the greatest number of students reported above average participation in religious activities with the second largest group reporting average participation.

<u>Participation of Students</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>
In home community	48.67	43.01	38.00
In university community	49.17	44.65	41.00

Although data analysis revealed the happiness rating of the parents' marriage had no significant effect on the religious values of the students, some interesting mean scores were revealed. The group of students who reported their parents' marriage as being extremely happy had a mean of 44.90. This would tend to indicate that parents who were happily married placed more emphasis on religious values, and these values were acquired by their children either directly or indirectly. The group rating the happiness of their parents' marriage as average ranked second with a mean score of 44.50. The groups reporting happy and unhappy ratings had similar means, 42.21 and 42.25 respectively, whereas, the very unhappy category had the lowest mean, 40.45.

When the religious values of the students were analyzed according to the students' childhood happiness a significant F-value ($p < .05$) was found. In rating childhood happiness there were five categories from which to choose: extremely happy, happy, average, unhappy, and very unhappy. For analysis of data, the unhappy and very unhappy categories were combined as there were too few subjects in the very unhappy category to analyze. The highest mean score was 46.04 for the extremely happy category; the average category ranked second with a mean of 43.08. The third in rank was the happy category with a mean score of 42.28. The combined categories of unhappy and very unhappy had the lowest mean which was 37.80.

There was a highly significant difference between group means for religious values when analyzed according to the students' attitude toward marriage. The group who were determined to work toward happiness and success in marriage had the highest religious value scores. The mean score for the very determined category was 44.67. This was followed by a mean of 38.71 for the group reporting average determination. The lowest mean was 36.00 for the group who would consider divorce if the marriage failed.

No significant difference was found between groups when comparing religious values of the students according to the reported extent of conflict with the father. However, the mean scores tended to indicate a trend; those reporting less conflict with father had higher religious value scores. The mean scores for the three categories checked were: very little conflict, a mean of 44.55; average, a mean of 42.55 and continuous conflict, a mean of 41.82.

There was an interesting rank order for mean scores for religious values when the data were analyzed according to the students' attitude toward children. The group who considered children very important to marital happiness was found to have the highest mean for religious values, a mean of 45.21. The means of the group ratings concerning children were: important, a mean of 42.48; average, a mean of 40.47; and

unimportant, a mean of 39.50. For the purpose of data analysis the unimportant and very unimportant categories were combined as there were too few subjects in the very unimportant category to analyze. The implication here is that the higher the religious values, the more importance was placed on having children to complete the marital happiness of these students.

An intercorrelation analysis of data revealed highly significant correlation coefficients for the mothers' participation in religious activities when compared with the students' participation. This applied to participation in religious activities in the home community and also in the university community. The same relationship was found to exist between the fathers' participation in religious activities and the students' participation. The correlation coefficients concerning religious participation are given below:

<u>Variable</u>	<u>Students' Participation</u>	
	<u>Home Community</u>	<u>University Community</u>
Mothers' participation	0.4157**	0.2783**
Fathers' participation	0.2778**	0.2850**

**Significant at the .01 level of confidence.

The students' mean scores on social values were analyzed to determine the possible effect of certain background factors.

The results are summarized in Table XXII. The only factor having any significant effect on the students' social values was conflict with father ($p < .05$). The group of students who had the least conflict with the father had the highest mean score on social values, a mean of 37.85. Those subjects reporting average conflict ranked second with a mean of 35.24; whereas, those who reported continuous conflict with the father had a mean of 33.82.

Although the other background factors were non-significant in relation to the social values of the students the mean scores revealed an interesting pattern. There was a tendency for the highest mean scores on social values to be associated with the higher category ratings of the personal background factors. However, the students' attitudes toward marriage differed in this respect. Those in the category, "If marriage does not work out, would consider divorce," had the highest mean, a value of 38.20. This may imply that these students consider any marital state other than happiness unbearable and sufficient reason for divorce. Ranking in second place, with a mean of 36.85 was the category, "very determined" to make the marriage work out; the category, "average determination" was the third with a mean of 34.42. Students placing more emphasis on the importance of having children as a factor related to happiness in marriage had the higher mean scores on social values. The mean score for the

TABLE XXII

ANALYSIS OF VARIANCE FOR DATA CONCERNING CERTAIN BACKGROUND
FACTORS AND SOCIAL VALUES OF 200 SUBJECTS

Variable and Source of Variation	Degrees of Freedom	Mean Square	F value
Happiness Rating of Parents' Marriage Between groups	4	49.683	0.909
Within groups	195	54.652	
Happiness Rating of Childhood Between	3	42.641	0.776
Within groups	195	54.947	
Students' Attitudes Toward Marriage Between groups	2	74.906	1.380
Within groups	194	54.292	
Conflict With Fathers Between groups	2	206.857	3.926*
Within groups	196	52.695	
Conflict With Mother Between groups	2	57.094	1.046
Within groups	196	54.597	
Students' Attitudes Toward Children Between groups	3	89.068	1.657
Within groups	193	53.755	
Dating Status of Unmarried Students Between groups	3	33.667	0.605
Within groups	158	55.677	

TABLE XXII (Continued)

ANALYSIS OF VARIANCE FOR DATA CONCERNING CERTAIN BACKGROUND
FACTORS AND SOCIAL VALUES OF 200 SUBJECTS

Variable and Source of Variation	Degrees of Freedom	Mean Square	F value
Self-evaluation of Personal Appearance			
Between groups	3	10.396	0.188
Within groups	196	55.228	
Ability to Get Along With Others			
Between groups	2	67.594	1.242
Within groups	197	54.419	
Self-evaluation of Personality			
Between groups	2	20.830	0.379
Within groups	197	54.894	
Sex Education			
Between groups	3	51.784	0.950
Within groups	195	54.490	

*Significant at the .05 level of confidence.

"very important" category was 37.67. Means for the categories of important and average were similar, with means of 36.00 and 36.37, respectively. The unimportant and very unimportant categories were combined for analysis, as there were only a few in the very unimportant category. The mean for this combined category was 33.00. This pattern is consistent with the data for religious values as has been previously discussed.

Students who rated themselves above average in ability to get along with others had the highest mean scores on social values, a value of 37.17. For the category, average ability, the mean was 36.29 and for the category, below average, the mean was 31.00.

The F-value for the analysis of variance was non-significant for social values of the students when analyzed according to responses concerning the adequacy of their sex education. Those indicating that their sex education was very inadequate had the highest mean scores on social values. This tends to imply that the students with less sex education had better social adjustment scores. The mean for this group was 38.67. The corresponding means for the other categories were: average, a mean of 37.39; adequate, a mean of 36.42; and inadequate, a mean of 35.62.

An intercorrelation analysis of sex education in relation to childhood happiness of the students in the present study produced a negative correlation, significant at the .05 level of confidence. The implication is that the less sex education the students received as children the happier their childhood. The investigator has no explanation for this unless it can be assumed that the fewer the problem areas that confront children the happier the childhood.

Thornton's study (45) revealed that sex is one of the areas of greatest concern to college seniors. If the assumption can be made that by the advent of the senior year in college, the majority of students have received some degree of formal sex education; and, if the personal adjustment of the student to his own sexuality presents great concern, then perhaps it is more understandable that some children may be happier without the degree of knowledge concerning sex that some authorities consider as adequate.

CHAPTER V

C O N C L U S I O N S A N D R E C O M - M E N D A T I O N S

The major purpose of the present study was to determine and compare the values of freshman and senior students at the University of Southern Mississippi and to determine the extent of differences that may exist between freshmen and seniors and between male and female students. Another aspect of the study was to determine the relationship of certain background factors and the values held by the students.

The sample was composed of 200 students who were enrolled in courses in the School of Home Economics, the Department of Health and Physical Education, and the Department of Sociology at the University of Southern Mississippi during the spring quarter of 1968-1969. There were 100 freshmen and 100 seniors with 50 male and 50 female students in each group.

Two instruments were used to obtain data. One was a "Personal Data Form" which was administered to obtain personal and family background information. The second was the Allport, Vernon and Lindzey (2) Study of Values, revised in 1960, which was used to obtain data on students' values.

The statistical analysis of data employed three methods: analysis of variance, the t-test, and linear correlation.

Analysis of variance was used to determine the possible effect of certain background factors on values of the students.

The t-test was used to compare different groups of students in the study and to compare students at the University of Southern Mississippi with collegiate norms given by Allport, Vernon and Lindzey (2). Linear correlation was used to determine relationships between certain background factors.

The majority of the 200 students who participated in the study were from Mississippi or other southern states, living in communities indicated as cities (20,000 to 100,000 population). The subjects were from families having an average of 3.3 children. The largest percentage of the subjects were single and were either dating or engaged.

The level of education of the majority of the mothers and fathers was reported as being high school graduate or above. More mothers had graduated from high school; whereas, more fathers had attended college (did not graduate), graduated from college, attended graduate school (did not graduate), or received a graduate degree. However, 38 per cent of the mothers were classified in these levels of college education.

The largest percentage of the fathers were employed in occupations classified as professional with the second

largest group in the clerical or service classification. Of the mothers who were employed, the majority were in clerical or service classifications; the second largest group was reported as being in the professional classification.

It is interesting to note that during the childhood of the students, the majority of the mothers were not employed in gainful occupations. However, during the college years of the students the highest percentage of the mothers were gainfully employed, the majority being in full-time occupations.

Participation in religious activities by the parents was reported as being average or above. The participation of the students in religious activities in the home community was similar to that of the parents. This was found to have changed to a considerable extent while students were in college. The majority of students were classified as either average or below average in participation in religious activities in college with approximately the same number in each group.

The majority of the 200 subjects rated their parents' marriage as being happy or extremely happy. The self-rating of childhood happiness followed the same pattern. The majority of the students considered their childhood as being happy or extremely happy. The largest percentage of the

group reported very little conflict with either the father or the mother.

According to Landis and Landis (24), an individual's attitude toward marriage is related to or influenced by both the happiness of the parents' marriage and childhood happiness. The attitudes of the students in this study conformed to this expectation as related to their family background. The majority of the subjects expressed a positive outlook on marriage by indicating a very determined attitude to work toward a happy and successful marriage of their own. Also, the majority considered having children to be very important to a happy marriage.

The 200 subjects in the present study appeared to have an unusually high self-image. The majority considered themselves to be average or attractive in personal appearance; average or above average in ability to get along with others; and average or outgoing in personality. In both of the alternatives checked for each of the above items, there were about equal numbers of students represented.

Another factor considered to be extremely important in a successful marriage is an adequate knowledge of sex. The majority of the students who participated in this study indicated the level of sex education received to be adequate or average.

The values of the 200 subjects were measured by the Allport, Vernon and Lindzey (2) Study of Values. The distribution of scores revealed that approximately an equal number of males and females were categorized in the average, high, and very high groups. More females scored above average on theoretical, social and religious values, whereas more males scored above average on aesthetic, economic and political values. For women to score higher on theoretical values than men or for men to score higher on aesthetic values than women is considered to be unusual.

The students in the present study were compared to collegiate norms as given by Allport, Vernon and Lindzey (2). The mean scores for the 200 University of Southern Mississippi students were significantly higher ($p < .01$) than the norms for 3778 college students in the collegiate population on economic, political, and religious values, whereas the mean for this group was significantly lower ($p < .01$) than the norms for aesthetic and social values.

The mean scores for male subjects in the present study were significantly higher ($p < .01$) for economic and religious values than the norms for 2489 males in the collegiate population, but were significantly lower ($p < .01$) than the norm for social values.

The values for the female students in this study also differed from the collegiate norms for the 1289 females in the collegiate population. The mean scores for this group were significantly higher ($p < .05$) on political values and on religious values ($p < .01$), whereas the mean scores for aesthetic and social values were significantly lower ($p < .01$) than the norms for females in the collegiate population.

In the present study the following group comparisons were made: all freshmen with all seniors, freshman females with senior females, and freshman males with senior males. There were no significant differences found between the mean scores for all freshmen and all seniors, or between those for freshman and senior females on the six values as measured by the Allport, Vernon and Lindzey Study of Values test. There was only one value, theoretical, on which the freshman and senior males differed. The mean for seniors was significantly higher ($p < .05$) than that for freshman males.

There were significant correlations between certain background factors and the personal values of the 200 students. Findings revealed a positive correlation, significant at the .05 level of confidence, between the education of the fathers and the aesthetic values of the students. There was a positive correlation between community size and theoretical values ($p < .05$) and between community size and economic values ($p < .01$).

There was a highly significant negative correlation between community size and religious values.

The data for personal values and background factors of the four groups participating in this study (freshman males, senior males, freshman females, and senior females) were analyzed to determine whether or not significant differences existed between the groups. There was a highly significant negative correlation between the occupation of the fathers and theoretical values of senior females. A positive correlation, significant at the .05 level of confidence existed between the occupation of the mother and each of the following: the aesthetic values of freshman males; the theoretical, economic and aesthetic values of freshman females; and the economic values of senior females.

The size of the community in which the students grew up was found to have a significant relationship to some of the personal values of the subjects. The correlation coefficients for economic and political values were significant and aesthetic values were highly significant as related to community size for freshman females. All were positive correlations. There was a positive correlation, significant at the .05 level of confidence, between community size and economic values and a significant negative correlation ($p < .05$) between community size and religious values for senior males.

For senior females a highly significant positive correlation was found between community size and theoretical values.

Certain background factors were found to have a significant effect upon the religious values of the subjects. A highly significant effect ($p < .01$) upon the religious values of the students was found for each of the following: religious affiliation of the students; participation of the fathers in religious activities; and participation of students in religious activities in the home community and in the university community, and the students' attitude toward marriage. Childhood happiness and also the students' attitude toward children were each found to have a significant effect ($p < .05$) upon the religious values of the subjects. An intercorrelation analysis revealed a highly significant positive correlation between the participation of both the father and the mother in religious activities and the participation of the students.

Only one background factor was found to have any significant effect upon the social values of the students. There was a significant effect ($p < .05$) of conflict with the father upon the social values of the students. Students having very little conflict with the fathers had the highest social values.

An intercorrelation analysis of the level of sex education of the students in the present study in relation to their childhood happiness revealed a negative correlation coefficient significant at the .05 level of confidence. The implication is that the less sex education the students received the happier their childhood.

CONCLUSIONS

Based on the findings of this study, the following conclusions are presented:

- 1) Students who participated in this study tended to represent middle class southern families.
- 2) The mean scores for the students represented in this study were significantly higher than the norms for 3778 college students in the collegiate population for economic, political, and religious values, but were significantly lower than the norms for aesthetic and social values as measured by the Allport, Vernon and Lindzey Study of Values test.
- 3) The mean scores for the male students represented in this study were significantly higher than the norms for 2489 males in the collegiate population for economic and religious values, but were significantly lower than the norms for social values as measured by the Allport, Vernon and Lindzey Study of Values test.
- 4) The mean scores for the female students represented in this study were significantly higher than the norms for 1289 females in the collegiate population for political and religious values, but were significantly lower than the norms for aesthetic and social values as measured by the Allport, Vernon and Lindzey Study of Values test.

- 5) There were no significant differences between the mean scores for all freshman and all senior students represented in this study for the six value preferences as measured by the Allport, Vernon and Lindzey Study of Values test.
- 6) There were no significant differences between the mean scores for freshman females and senior females represented in this study for the six value preferences as measured by the Allport, Vernon and Lindzey Study of Values test.
- 7) There were no significant differences between the mean scores for freshman males and senior males represented in this study for five value preferences; but, a significant difference between means was found for theoretical values, seniors having a higher mean, as measured by the Allport, Vernon and Lindzey Study of Values test.
- 8) There were no significant correlations between education of the mothers and the personal values of the 200 students represented in this study. However, a significant positive correlation ($p < .05$) was found between the education of the fathers and the aesthetic values of the subjects.
- 9) There were significant correlations between the occupation of the parents and the personal values of the students represented in this study. A significant negative correlation ($p < .01$) was found between the occupation of the fathers and the theoretical values of senior females. Significant positive correlations ($p < .05$) were found between the occupation of the mother and each of the following: the aesthetic values of freshman males; the theoretical, economic and aesthetic values of freshman females; and the economic values of senior females.
- 10) There were significant correlations between the size of the community in which the students grew up and the personal values of the subjects represented in this study. Significant positive correlations were found between community size and economic, political, and aesthetic values of freshman females; economic values of

senior males; and religious values of senior females. A significant negative correlation between community size and religious values of senior males was found.

- 11) There were significant effects of certain background factors upon the religious values of the students represented in this study. Those factors significant at the .01 level of confidence were: religious affiliation of the students; participation of the fathers in religious activities; participation of the students in religious activities in the home community and in the university community; and the students' attitude toward marriage. Those significant at the .05 level of confidence were: childhood happiness and students' attitude toward children.
- 12) There was one background factor, conflict with the father, which had a significant effect upon the social values of the students represented in this study. Students having very little conflict with their father had the highest social values.
- 13) A significant negative correlation was found between the level of sex education received by the students represented in this study and the happiness of their childhood.

RECOMMENDATIONS

In view of the findings of this study two implications for curriculum planning and teaching family life education courses seem appropriate.

- 1) Courses should be planned around the needs of the students; therefore, courses should be flexible.
- 2) Special consideration should be given to encouraging the development of desirable personal values, as values are the basis of personal and group behavior.

The present study was limited to an investigation of the values of 100 freshmen and 100 seniors in one university in the south. Data for this study were collected in the spring quarter which may have had an effect on the results as the freshmen had been exposed to the college environment for nearly nine months. This may account for the fact that there were few significant differences between the values of the freshmen and the seniors. Based on these limitations and the findings of this study, the following recommendations for research are offered:

- 1) It is recommended that a longitudinal study be conducted to determine changes in values of students at the University of Southern Mississippi beginning with freshmen at the beginning of the fall quarter and extending through four years of college.
- 2) It is recommended that research concerning students' values be conducted involving all of the state universities and senior colleges in Mississippi to determine significant similarities and differences. This would appear to be useful in curriculum planning.
- 3) It is recommended that further research be conducted at the University of Southern Mississippi to corroborate or refute the findings of this study concerning the low scores found for aesthetic and social values.
- 4) It is further recommended that other southern states conduct studies concerning the values of students in order to determine significant differences among students in the south as compared with other sections of the United States.

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A P P E N D I X

P E R S O N A L D A T A F O R M

P E R S O N A L D A T A F O R M

Please give complete information. Fill in or check the blanks as applicable.

1. Name (Use assigned number) _____ Male _____ Female _____.
2. Date of birth: Year _____ Month _____ Day _____.
3. Home address: City or town _____ State _____.
4. Religion: Catholic _____ Protestant _____ Jewish _____ Other _____.
5. University classification: Freshman _____ Senior _____.
6. Major _____ Minor _____.
7. Are your parents: Living together _____ Separated _____
Divorced _____ Deceased _____?
8. Number of older brothers _____ Older sisters _____.
9. Number of younger brothers _____ Younger sisters _____.
10. Are you: Single _____ Married _____ Widowed _____ Divorced _____
Remarried _____?
11. If single, are you: Not dating _____ Dating some _____ Dating
steady _____ Engaged _____?
12. Highest degree completed by:

<u>Father</u>	<u>Mother</u>
Elementary: Year _____	Year _____
High school: Year _____	Year _____
Graduate _____;	Graduate _____
College: Year _____ Degree _____;	Year _____ Degree _____
Graduate work: Year _____	Year _____
Degree _____;	Degree _____

13. List your father's occupation:_____.
14. During your childhood was your mother ever gainfully employed outside the home? Yes____ No____. If yes, list her occupation_____.
Part-time employment____ Full-time employment_____?
15. Is your mother presently gainfully employed outside the home? Yes____ No____. If yes, list occupation_____.
Part-time employment____ Full-time_____.
16. Indicate the size community in which you lived most of your life: Rural farm____ Rural non-farm____ Town (under 20,000 population)____ City (20,000 to 100,000)____ Large city (More than 100,000)_____.
17. Indicate how you would rate your parents' participation in religious activities during the years you were growing up:
Mother: Above average____ Average____ Below average____
Father: Above average____ Average____ Below average____
18. Would you rate your participation in religious activities in your home town: Above average____ Average____ Below average____? In your university community:
Above average____ Average____ Below average____?
19. Indicate the happiness of your parents' marriage as you would judge it: Extremely happy____ Happy____ Average____ Unhappy____ Very unhappy_____.

20. Indicate your happiness during the years you were growing up: Extremely happy___ Happy___ Average___ Unhappy___ Very unhappy___.
21. Indicate your attitude toward trying to make your own marriage happy and successful: Very determined___ Average determination___ If marriage does not work out, would consider divorce___.
22. Indicate the extent of conflict with your father. Very little___ Average amount___ Continuous___
23. Indicate the extent of conflict with your mother. Very little___ Average amount___ Continuous___
24. Indicate how you would rate your personal appearance: Very attractive___ Attractive___ Average___ Unattractive___ Very unattractive___.
25. How would you rate your ability to get along with others? Above average___ Average___ Below average___.
26. How would you rate your personality? Outgoing___ Average___ Retiring___.
27. Do you consider the sex education you received as you were growing up: Adequate___ Average___ Inadequate___ Very inadequate___.
28. Indicate how important having children would be to your happiness in marriage: Very important___ Important___ Average___ Unimportant___ Very unimportant___.