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ABSTRACT

Sexually liberal attitudes have been found to relate strongly to sexual behavior, primarily first intercourse, of both males and females. This study focused on sexual attitudes of adolescents aged 14 to 19. The variables considered include: gender, classification, religious affiliation, family type, educational ability, autonomy, and aggression. Because the rates of promiscuity, sexual violence, and teenage pregnancies have increased greatly over the past years, attitudes that may influence these behaviors were explored. This study gathered information that could be used to build better counseling, guidance, and education programs. Students (N=235) from five high schools in the western half of Kansas responded to questionnaires that included demographic information, the Sexual Attitude Scale, and the aggression and autonomy scales from the Edwards Personal Preference Schedule. The results supported the following generalizations: (1) males were more liberal than females; (2) adolescents from the single parent family type were more liberal than adolescents from any other family types; (3) freshmen were more liberal than juniors; (4) males from two parent families were more liberal than females from two parent families; (5) males from the single parent family type were more liberal than females from the same family type; (6) males from other than single parent family types were more liberal than females in this category; and (7) females from the stepfather family type were more liberal than males from the stepfather family type. (LLL)

A STUDY OF SEXUAL ATTITUDES OF WESTERN KANSAS HIGH SCHOOL STUDENTS

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements of
the Degree of Master of Science

by

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Graduate Committee Approval

The Graduate Committee of Lyndel E. Adams hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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Table of Contents

Table of Contents (continued)

List of Appendixes

List of Tables

List of Figures

Abstract

There are many variables involved in the attitudes of adolescents. This thesis focuses on adolescents aged 14 to 19. Whether the adolescent had a conservative or liberal attitude was measured by a questionnaire called the Sexual Attitude Scale. The variables that were used in this study were as follows: gender, classification, religious affiliation, family type, educational ability, autonomy, and aggression.

Changing social patterns is very difficult. Because the rate of promiscuity, sexual violence, and teenage pregnancies have increased greatly over the past years, this researcher chose to explore some aspects of attitudes that may influence these behaviors. The goal of the researcher was to gather information that could be used to build better counseling, guidance, and educational programs.

This study involved 235 students, 123 males and 112 females, from five high schools from the western half of the state of Kansas. These students responded to questionnaires that included demographic information, the Sexual Attitude Scale, and the aggression and autonomy scales from the Edwards Personal Preference Schedule.

The significant findings involved gender, family type, and classification. The findings of this researcher

indicated that males had more liberal attitudes than did females, adolescents living in a single parent situation had more liberal attitudes than any other family type, and freshmen had the most liberal attitudes and juniors had the most conservative attitudes.

There are several recommendations that the researcher would make if this study were to be replicated. These recommendations are as follows: 1) the instrument used to survey for the attitude about sexuality should not have a 5 point Likert-type scale, 2) an independent variable involving religiosity and frequency of church attendance should be added, and 3) more attention should be paid to the reading levels of the participants.

Introduction

Overview

Several variables are important when assessing the sexual attitudes of the high school student. Among these variables are religion, sex education, location of residence, gender, and grade/classification.

Sexually liberal attitudes were found to relate strongly to sexual behavior, primarily first intercourse, of both boys and girls (Cvetkovich & Grote, 1976, cited in Chilman, 1983). "Of particular concern is an apparently growing attitude that casual sex is perfectly acceptable, that one can engage in both recreational and relational sex, that any kind of sex between consenting partners is acceptable as long as no one gets hurt" (Chilman, 1983, pp. 147-148).

The relationship between sexual behavior and attitudes may not be as direct as adult groups perceive. For example, suburban females were found to be the most sexually active but not the most liberal in sexual attitudes. And, there are differences between same sex adolescents geographically. For example, the females from urban areas were the most liberal in attitudes and those from rural locations were the most conservative (Abernathy, Robinson, Balswick, & King, 1979).

Attitudes of society, also, lack consistency over time. This is evidenced by the fact that sexual attitudes have become more liberal through the years (Zelnik, Kantner, & Ford 1981; Yalom, Estler, & Brewster, 1982), with liberal meaning tolerant, [illegible]-minded, and interested in change. This statement holds true for women especially. Pre World War I years included such practices as chaperoned dating. With the coming of the post World War I years came unchaperoned dating and a more liberal dating code (Chilman, 1983). After World War II the custom of "going steady" became a common occurrence in high school whereas prior to World War II it was a college custom. The fact that many of today's parents who are raising adolescents were themselves raised by parents socialized in the thirties and forties may have an effect on the acceptance or rejection of the more liberal attitudes and more permissive sexual behaviors of their children. The potential for parent-child conflict is assumed to be high.

The shift from conservative, meaning in this document, opposed to change, to more liberal attitudes toward sexual behavior was demonstrated in a study conducted using 141 women who graduated from college in 1954 and 184 who graduated in 1980. These two groups varied greatly in their responses to a questionnaire. Ninety-four percent of the 1954 graduates reported never having had intercourse premaritally compared with 68% of the 1980 graduates (Yalom

et al., 1982). The results indicated a shift to a more liberal attitude in the 1980's.

A study with a pretest-posttest design was conducted with 156 college male and female students enrolled in a sex education class. The participants in the study were administered a multi-section questionnaire consisting of items involving general sex information, sexual behavior, and sexual attitudes. Male students consistently tested more liberal in sexual attitude than did females. Results indicated that sexual attitudes had shifted significantly from a conservative position to a more liberal and permissive one (Gunderson & McCary, 1980). The study also indicated that sex education classes had a liberalizing effect on the sexual attitudes of the college student.

In spite of mandated sex education programs there continues to be an increase in teenage promiscuity, pregnancy, and sexually transmitted diseases. "Research shows institutional sex education has not been effective in influencing the sexual behavior of youth. It seems apparent that family sex communication deserves greater research attention" (Waren & Neer, 1986, p. 88). Research results support the role of parents, peers, and institutional sex education programs in the acquisition of sexual attitudes and behaviors (Warren & Neer, 1986; Reinisch, 1989).

The first source of information should be parents (Warren & Neer, 1986). Some parents assume that by providing accurate information about sex, dating, values, and behaviors they are condoning permissive attitudes. Research is showing, however, that if adolescents receive instruction from their parents or someone else of importance to them they tend to behave in a more conservative and responsible manner. This conclusion was reached after Warren and Neer conducted a study of 187 male and female students by giving them the Family Sex Communication Quotient Scale. The findings demonstrated that knowledge about sexual topics elicited responsible behaviors and more conservative values and beliefs regarding sexuality.

A second source of information for the adolescent is the peer group. In fact, most of the surveyed research presented evidence that the peer group was the number one resource for teenagers seeking information pertaining to sexual matters (Nadelson, Notman, & Gillon, 1980; Reinisch, 1989). When information dealing with the specific topic of birth control was desired, 46% of the surveyed adolescents indicated that they would ask friends, 28% reported parents, and 5% cited schools (Nadelson et al., 1980).

Sex education classes, a third source of information, tend to liberalize sexual attitudes but do not cause rejection of the traditional values already held by the

student according to a study of 156 college students (Gunderson & McCary, 1980). Sex education classes tend to reduce the belief in the double standard and increase the belief in virginity at the time of marriage. The same study results indicated that students from sex education classes were more comfortable with, tolerant of, and open-minded about, sexual practices that differed from their own.

Gender

That males and females differ in many ways is certainly apparent. There has been an abundance of research conducted concerning abilities of males versus females in many areas of functioning. One of the most, if not the most, highly researched subjects is gender as it pertains to human sexuality and attitudes thereof.

Tradition indicates that boys do and "good" girls do not. Research results indicate that the sexual behaviors and attitudes of both genders appeared to be consistent with each other (Kallen & Stephenson, 1982; Hendrick, Hendrick, Slapion-Foote, & Foote, 1985). Similar in this context means a single versus a double standard. Past beliefs have also held that boys were the first, and, usually the only, ones to report sexual escapades in locker rooms and other peer group gatherings. This belief appears to be changing. The occurrence of first intercourse is not

hidden, and in fact, is reported as quickly and as often by both genders.

The belief that boys do and "good" girls do not is still valid to some extent. When research data were examined, the findings indicated that males who did have intercourse earlier than did females were more heavily influenced by peers (Chilman, 1983; Miller & Simon, 1974; Kallen & Stephenson, 1982), received more support because of their activities (Miller & Simon, 1974), were generally more permissive (Hendrick et al., 1985), and were more liberal in sexual behaviors and attitudes (Gunderson & McCary, 1980; Harrison, Bennett, Globetti, & Alsikafi, 1974).

Males living in rural areas were found to be more sexually active than urban males (Abernathy et al., 1979; Reiss, 1967). Male subjects interviewed tended to associate sex with power (Hendrick et al., 1985). However, love is the reason for intercourse given by the majority of females (Goldman & Goldman, 1982; Warren & Neer, 1986; Zelnik & Shah, 1983; Whitley, 1988), and males reported fun as their main reason for having sex (Goldman & Goldman, 1982; Whitley, 1988). Females tend to include affective states and relational intention with sexual behavior. For example, females who were sexually active were found to ascribe to a traditional sex role. In response to the

question "why did you have intercourse" (Chilman, 1983), "because the boy expected it," was the answer given.

Females also view responsibility in sexual activity more seriously than adolescent males. For example, it was the female who most often had feelings of guilt after the sexual encounter (Ogren, 1974 cited in Gunderson & McCary, 1980). Also, the girl, even though she was almost as uninformed as her partner about contraception (Dembo & Lundell, 1979), was more concerned about it (Warren & Neer, 1986). Along with that fact came the finding that it was the daughters who were usually spoken to regarding birth control. In regard to the usage of birth control of any type, it seemed to make no difference whether the mother, father, or both parents were involved in the instruction.

Classification

The present researcher found very little information relating to attitudes and classification. If classification is to be equated to chronological age then some data are available. Findings of a study conducted by Finkel and Finkel (1983) indicated that one of the greatest influences on the sexual behavior of adolescents was chronological age. The ages of 15 to 19 were very important years in the life of a male. The percentage of boys who have had intercourse at least once varied from 3.9% at age 14 to 34% by age 18.

Older people were found to be more conservative than younger ones. People between the ages of 35 and 40 were found to be a bit more liberal than expected. The greatest shift from conservatism to liberality was found among high school students when compared to graduates from colleges (Chilman, 1983).

Religion

Religion represents a system of values of historical importance and remains an important institution. Many believe the church and the family provide an important function in the socialization of values and moral growth of the young. Neither has been totally successful as is evidenced by the increasing rate of a variety of deviant behaviors.

Church attendance is usually assumed to be an indicator of religious commitment. Studies consistently indicated that teenagers who attended church regularly were less likely to enter into adolescent sexual activity than those who did not (Forste & Heaton, 1988; Miller & Simon, 1974; Reiss, 1967). Although most researchers found a strong relationship between religion and sexual activity, one researcher and his colleagues found no significant relationship (King, Abernathy, Robinson, & Balswick, 1976).

Frequent church attendance seemed to reduce the likelihood of adolescent intercourse (Forste & Heaton, 1988). Forste and Heaton (1988) found from their study of

7969 interviewed women ages 15 to 44 that 80% of the teens who never attended church or attended only once a year had premarital intercourse by age 19. Of the ones who attended church weekly, 56% were sexually active.

Studies involving church membership tended to indicate that the Catholic religion has the most conservative positions regarding sexual behavior. Forste and Heaton (1988), found Catholic and Jewish female teenagers were the least permissive regarding sexuality. The Protestants, with 76% of female adolescents experiencing intercourse by age 19, were the most liberal of the religions. Even with the seemingly high percentage of adolescent female sexual activity, the church attending teens were less active sexually than nonattending ones. A study of 330 randomly selected white coeds indicated that virginity and religiosity were associated only when church attendance was voluntary (Jackson & Polkay, 1973, cited in Chilman, 1983). The religious preference of teenage girls was not associated with their sexual interests. The Catholic girls studied were found to have the same interests--birth control, rape, abortion--as the Protestant girls (Rubenstein, Watson, Droblette, & Rubenstein, 1976).

Family Type

The family as a social institution is expected to provide several functions within society. Among these are providing food, clothing, guidance, love, and stability for

its members. The traditional family, two parents married to each other with father as the head of the household and mother as a housewife only, has changed through the years. This trend reflects the rise in the divorce rate, increase in single parent families, and full-time career women who also raise children. All of these changes are believed to influence the social attitudes regarding the family.

Discipline is always a concern of families and this concern seems to be reflected in the socialization of sexual values and attitudes. There seemed to be a curvilinear relationship between permissive sexual attitudes of the adolescent and the perceived strictness of the parents (Miller, McCoy, Olson, & Wallace, 1986; Forste & Heaton, 1988). From a study of 836 students in 1983 and 1,587 students in 1984, findings indicated that if the parents were perceived as low on the strictness continuum, 47% of the questioned adolescents were more likely to have had sexual intercourse than those who perceived their parents to be moderate in strictness (Miller et al., 1986). The teenagers who perceived their parents to be in the moderate range of strictness had the least amount of sexual activity, 21%. As the scale of parental strictness increased to the very strict point, the rate of sexual activity increased again to 29%. The adolescents who saw their parents as having no rule at all reported the highest percentage (52%) of premarital sexual activity.

The higher divorce rate and increased rate of never married couples raising children indicated a change in the traditional view of family life. Female adolescents who lived with both parents at age 14 had more conservative sexual behaviors and attitudes during their teenage years than did the same aged females from broken homes (Forste & Heaton, 1988). The percentage of 15 year olds living in an intact family who also had sexual relations was 16% compared with 36% of those living with one or neither parent. By age 19 the percentages increased to 66% for intact families and 81% for nontraditional situations. Not only did sexual activity increase in permissive and unstable homes, so did the instances of sex without contraception.

Zelnik, Kantner, and Ford (1981) found that non-virgin females came most often from single parent families, and other home situations when adolescents had poor communication with parents. Communication is an important aspect of any social grouping be it family or club. Teenagers complain that no one listens to or understands them. This is particularly important to consider when matters of sexuality are tackled by families.

Sex is an infrequent topic of discussion in most families (Warren & Neer, 1986). When sex was discussed, mothers were in charge 52% of the time compared to 14% of the fathers. One source suggested that as few as 2% of the

fathers were involved in teaching sexual concepts (Goldman & Goldman, 1982). Family sex discussion was found to have the greatest impact when either the mother or both of the parents did the communicating and also had the greatest impact when discussions were initiated before the child reached the age of 16.

Statements concerning mothers with careers are made with regularity. Forste and Heaton (1988) found that the more education the parents had the less likely their adolescents were to experience sexual intercourse at a young age. It is notable, perhaps, that the children of parents with some high school education were more sexually active than were those of parents with less education.

The old adage that it is quality, not quantity which is important, may be an ertirely appropriate generalization to make. "A mother's parttime or fulltime occupation may encourage greater insights, better interaction with her children, and stimulate more mental energy which may arise from the wider social contacts and less frustration than being involved only in home duties" (Goldman & Goldman, 1982, p. 378). This opinion may relate directly to familial communication. Both male and female adolescents reported they were more interested in what their parents' attitudes were and how much support they received from their parents than how much physical care, comfort, and personal services they were given. Career women may

communicate better with their children because of their social contacts outside the home. This may enable them to more fully meet the needs of their children.

Educational Ability

Generally speaking, society has different expectations for the college and non-college bound person. Assuming that achievement-oriented adolescents from strong educational backgrounds are college bound, an inverse relationship between aspirations for higher education and sexual activity was reported by Miller and Simon (1974). Since aspiring adolescents are more likely to attend college than those with less aspiration, an inverse relationship may exist between aspiration/achievement and sexual activity. Females as well as males were twice as likely to have experienced coitus if they did not expect to attend college (Miller & Simon, 1974). Findings indicated that a low grade point average was positively associated with sexual activity among teenagers (Flick, 1986, cited in Forste & Heaton, 1988). Non-virgin adolescent males were found to have low achievement expectations and low grade point averages (Jessor & Jessor, 1975, cited in Chilman, 1983).

According to the 18th Annual Survey of High School High Achievers, 45% of their parents spoke openly and honestly with them about sex ("Who's Who", 1987). Of the twenty-five percent of female high achievers who had

already experienced coitus, 24% wished they had not and 10% of the males had second thoughts.

Autonomy

As adolescents strive for autonomy they sometimes rebel against conventional values placed on them by families, churches, and schools. Premarital sexual activity may be one way to demonstrate personal judgment and independence. Conventional values are difficult to change but with effective, cooperative counseling, guidance, and education programs, the teen can become autonomous without falling prey to pitfalls such as premarital sexual relations before being physically, emotionally, economically, and educationally ready.

People (adolescents) use the years between childhood and adulthood to test their abilities to solve conflicts and function in value-ladened situations in an autonomous manner (Wagner, 1980). Non-virgins were found to place high value on independence (Jessor & Jessor, 1975, cited in Wagner, 1980). Non-virgin females scored low in self esteem and had high scores for social criticism and value of affection. From this information came the opinion that non-virgin females look toward others for acceptance. They are, then, less autonomous and more susceptible to social influences.

The female adolescents who waited until late in adolescence to begin their sexual experiences were found to

have many commonalities (Rosen & Herskovits, 1982, cited in Koyle, Jensen, Olson, & Cundick, 1989). Among these commonalities were a greater degree of self esteem, higher internal locus of control, and a lesser degree of perceived sexual persuasion from male partners. These same females also had higher aspirations. Adolescents engaging in early sexual experiences displayed less self-regulation than did adolescents engaging in intercourse at a later age (Bandura, 1986, cited in Koyle et al., 1989).

The possibility that autonomy of adolescents from parents with regard to dating restrictions relating positively to sexual attitudes and behaviors has been theorized (Reiss & Miller, 1979, cited in Miller et al., 1986). Sexual intercourse was most likely to occur in situations where there were relatively few parental restrictions, that is, high autonomy.

Autonomy as a life goal may be desirable but can be a source of conflict in many households. This statement was supported by results of a study of 296 adolescents from five different populations. These populations were divided into three groups: 1) a group of pregnant females all of whom were continuing their pregnancies either in maternity homes or in their own homes, 2) abortion seeking adolescents, and 3) a group of male and non-pregnant females.

These subjects were surveyed with a questionnaire requesting information concerning contraception, physiologic and anatomic awareness, and attitudes concerning sexuality. In addition to those requests, demographic data were collected about their families and also some socioeconomic information was gathered.

When answering the demographic questions regarding family relations, autonomy was a greater source of conflict in the families of the non-pregnant and abortion seeking teenagers then among the girls in the maternity homes. The responses from the girls in maternity homes suggested that they either had no conflicts with parents over autonomy or there was denial of such conflicts (Nadelson et al., 1980).

Aggression

"Macho" and "he's all boy" are words used many times to describe the male of any age. Boys are, usually, rewarded for aggressive behavior and girls are taught to be quiet and passive. Girls are raised to be lovable and desirable and this means that they are more often passive rather than active in sex initiation (Dembo & Lundell, 1979). This traditional pattern of male aggression and female passivity had led to the male being the aggressor and the female the victim (Rapaport & Burkhart, 1984; Poppen & Segal, 1988). Along the same lines was the study in which males reported that rape would be a viable option if they could be assured of not being caught, prosecuted

and/or punished (Malamuth, 1981, cited in Rapaport & Burkhart, 1984).

In trying to compile a profile of an aggressor, the following characteristics may be used: 1) views women as manipulative and nontrustworthy, 2) legitimizes the use of force as an acceptable way of receiving gratification, 3) defines certain situations as justifying force (Rapaport & Burkhart, 1984), 4) possesses skills in manipulation in interpersonal relationships, 5) takes risks, and 6) is irresponsible (Cverkovich & Grote, 1976, cited in Chilman, 1983).

A typical male response to the accusation of being overly aggressive and domineering in a sexual relationship was that the female caused or facilitated her own misfortunes or, in other words, "She was asking for it" (Kanin & Parcell, 1977). This attitude not only permeates the thinking of the young male but the adult male as well. An example of this is the story of the man who, after pleading guilty to the charge of rape, was freed by the judge because the victim was, in his (judge's) opinion, "a pitiful woman" ("Judge Frees," 1990, p. 6).

The present study will investigate the following variables as they pertain to the liberal and conservative attitudes of high school students: gender, classification, religion, family type, educational ability, autonomy, and aggression. This will be done in an effort to find which,

if any, of these variables were associated with sexual attitudes of the rural adolescent in Kansas.

Statement of the Problem

The purpose of the researcher was to investigate the sexual attitudes of Western Kansas high school students.

Importance of the Research

In the United States a teenage girl becomes pregnant every 30 seconds and every 13 seconds a teen contracts a sexually transmitted disease (Reinisch, 1989). Along with increased rates of teen pregnancy come other consequences such as the spread of venereal diseases when sexual attitudes become more liberal and permissive. The greatest increase in numbers of people contracting gonorrhea and syphilis seems to come from the 15 to 19 year age group (Wagner, 1980).

As the rate of promiscuity, sexual violence, and teenage pregnancies increases at an alarming rate, research is needed in order to discover possible factors which influence the attitudes of students to be liberal or conservative in nature. If these factors can be determined, then parents, educators, counselors, and religious leaders can better prepare adolescents to live in a world that seems to be progressing quickly toward the liberal end of the continuum.

Realistically, changing social patterns is very difficult. Counseling, guidance, and educational programs

could be initiated that would have as their goal the enticement of the adolescent to postpone sexual intercourse until much later in his or her life. If the young person who is sexually active or, is at high risk for being sexually active, could be identified, then intervention could occur, thus lessening the probability of increased cases of venereal diseases and/or teen pregnancies. The fact that most research literature dealt with college populations led the researcher to the selection of high school students as a targeted population to study.

There are many factors affecting the sexual attitudes of today's teenagers. There are also many discrepancies in the quality of information they receive and of the sources from which the information comes. If the sources of sexual information and awareness could be identified and the disseminators of this information brought up to date, the children and adolescents would then benefit. Being sexually aware at an earlier age requires a head start in assimilating and coping with the deluge of information on sexuality.

Composite Null Hypotheses

All hypotheses were tested at the .05 level of significance.

(1) The differences among mean attitude toward human sexuality scores according to gender, classification, and religious affiliation will not be statistically detectable.

(2) The differences among mean attitude toward human sexuality scores according to classification, religious affiliation, and family type will not be statistically detectable.

(3) The differences among mean attitude toward human sexuality scores according to religious affiliation, family type, and gender will not be statistically detectable.

(4) The differences among mean attitude toward human sexuality scores according to gender, classification, and family type will not be statistically detectable.

(5) The differences among mean attitude toward human sexuality scores according to Science Research Associates (SRA) national percentile scores (composite), autonomy, and aggression will not be statistically detectable.

Definition of Variables

Independent Variables

(1) Classification--four levels: 1) freshman, 2) sophomore, 3) junior, and 4) senior. Classification information was obtained from the demographic page of the questionnaire.

(2) Religion--levels to be determined post hoc. Post hoc levels determined were as follows: 1) Catholic, 2) Methodist, 3) Lutheran, 4) other.

(3) Gender--two levels: 1) male and 2) female. Gender information was obtained from the demographic page of the questionnaire.

(4) Family type--levels were determined post hoc. The levels that were determined post hoc were as follows: 1) traditional two-parent, 2) stepfather, 3) single parent, and 4) other.

(5) SRA-levels determined post hoc. The SRA national percentile scores (composite) were obtained from student files provided by the schools. Of the 235 students from five schools that were participants in the study, there were scores available on 119 of them only. The levels determined were as follows: 1) low, a score in the 50th percentile or less, and 2) high, a score in the 51st percentile or higher.

(6) Autonomy--levels were determined post hoc. Information was obtained from responses given on the autonomy scale of the Edwards Personal Preference Schedule (EPPS). The levels that were determined were as follows: 1) low, a score of 14 or less and 2) high, as score of 15 or higher.

(7) Aggression--levels were obtained post hoc. Information was obtained from responses given on the aggression scale of the EPPS. The levels that were determined were as follows: 1) low, a score of 14 or less and 2) high, a score of 15 or higher.

Dependent Variable

(1) Scores from the Sexual Attitude Scale (SAS).

Limitations

The following conditions may have affected the outcome of this study:

(1) All of the subjects were from the same limited geographical area.

(2) The information was collected by self-reporting instruments.

Methodology

Setting and Subjects

The setting for this study was schools from the western half of Kansas. A map of Kansas was divided into halves with a north/south line. Only towns in the western half of the state with populations of less than 3,000 were considered for inclusion in this study. Letters of request were sent initially to 34 principals of schools in towns fitting this description (see Appendix A). The schools had approximate enrollments of 100 to 200 students and were 2A schools as classified by the Kansas State High School Activities Association (KSHSAA).

The subjects for this study were selected high school students enrolled in the participating schools. From the schools an academic class from each grade was chosen by the administrator of each school to be surveyed. There were 119 SRA scores used in this study. The reason for this was availability. One school did not test achievement at the

secondary level and a second school administered a test other than the SRA and it did not provide a composite score.

Instruments

Three instruments were used in this study. The first instrument was a variation of the EPPS. The second instrument, the SAS, was selected as a measure of liberal versus conservative attitudes toward human sexuality. The demographic sheet filled out by students was used as a third source of information.

The EPPS scales of aggression and autonomy were used. These scales were part of a total of 15. They were chosen in order to explore whether or not aggression and autonomy were associated with attitudes toward sexual expression.

Split-half reliability coefficients were determined for the 15 personality variables. The scores used were collected using 1509 college students as subjects. These coefficients were corrected by the Spearman-Brown formula. The internal consistency coefficient for the autonomy scale was .76 and for the aggression scale .84. These two coefficients were computed by Edwards (1959). The EPPS does test what it purports to test according to correlations done with the Guilford-Martin Personnel Inventory, the Taylor Anxiety Scale, and the K Scale of the Minnesota Multiphasic Personality Inventory (MMPI).

The SAS, developed by Hudson, Murphy, and Nurius (1983) was used as a measure of the degree of liberalism and

conservatism in high school students concerning expression of human sexuality. It is a 25-item scale with a Likert-type 5-point, "agree-disagree" continuum.

The SAS is scored by totaling the numbers in the answer column and the lower the scores the more liberal the attitude. Concerning human sexual expression, statements 21 and 22 were worded so in order to score in the conservative realm one must achi a high score. To accomplish this conservative attitude, items 21 and 22 were reversed prior to scoring (Smith, 1985).

Content validity results were obtained from a study conducted by Smith (1985). These correlation coefficients ranged from .25 to .75 for the 25 items. The instrument Smith used varied from this one in that she used a Likert-type 4-point scale on an "agree-disagree" continuum. A reliability of alpha = .94 and an SEM of 4.20 were found for this instrument. The instrument used in the present study was a Likert-type 5-point scale with a possible score of 25 to 125; whereas, the one used by Smith utilized a 4-point scale with a possible score of 25 to 100.

Design

A status survey design with pre-determined and post hoc grouping was employed. The following designs were employed with composite null hypotheses one through five respectively:

composite null hypothesis number one, a 2x4x4 factorial design,

composite null hypothesis number two, a 4x4x4 factorial design,

composite null hypothesis number three, a 4x4x2 factorial design,

composite null hypothesis number four, 2x4x4 factorial design, and

composite null hypothesis number five, a 2x2x2 factorial design.

Threats to internal and external validity were addressed by McMillan and Schumacher (1989). The following is a citing of the 10 threats to internal validity and how the researcher dealt with the threats in the present study.

(1) History--History did not pertain to the present study because it was status survey.

(2) Selection--The researcher dealt with this particular threat by using only those who were willing to participate in the study.

(3) Statistical Regression--This particular threat did not pertain as there were no extreme cases in the sample.

(4) Testing--Testing was not a threat because there was only one administration of the instrument.

(5) Instrumentation--Since this study was not observational in nature and only one measure was taken, instrumentation was not a threat. Furthermore, the

researcher read the same set of instructions to each of the groups of students before they answered the questionnaire.

(6) Mortality--This threat did not pertain to this study because it was not longitudinal in nature and the measure was given only once.

(7) Maturation--Maturation is not a threat to internal validity because of a relatively short--less than one hour--testing time and because of the fact that this was not a longitudinal study.

(8) Diffusion of Treatment--This threat does not pertain to this study because there was only one group per school given the measure and there was no treatment or intervention.

(9) Experimenter Bias--Alleviation of this threat was accomplished by reading the same instructions and explanations to each set of participants. Since the researcher tends to be more positive at the beginning of the week, the questionnaires were administered during the first three days of the weeks within the research period.

(10) Statistical conclusion--One mathematical assumption pertaining to equal number in cells was violated. A general linear model was employed to correct for lack of equal distribution in cells. The researcher also did not project interpretations beyond the statistical procedures used.

The threats to external validity were dealt with in the following ways:

(1) Population External Validity--This threat was controlled in that the researcher did not generalize to any populations beyond those fitting the description of the one used in the study.

(2) Ecological External Validity--In order to control this particular threat, the researcher administered the instruments according to standard accepted procedures during the one-month period of time. There was no treatment or intervention.

Data Collection Procedures

The researcher first contacted The Psychological Corporation (see Appendix B) and gained permission to administer the aggression and autonomy scales of the EPPS to high school students. The researcher also contacted Dr. Walter H. Hudson (see Appendix C) and gained permission to administer the SAS questionnaire to high school students in Western Kansas.

A questionnaire was compiled by the researcher consisting of the items from the aggression and autonomy scales of the EPPS to be administered to the participants of the study. In addition to these two instruments, a demographic sheet (see Appendix D) was constructed and administered to the students by the researcher.

The researcher initially contacted 34 school principals by letter (see Appendix E) asking permission to come into their schools in order to conduct research. Three schools responded positively and ten did not respond at all to the researcher's request so follow-up phone calls were made to eight of the ten schools that had not responded (see Appendix F). Of these eight schools, permission to research in their schools was obtained from three of them. Follow-up phone contacts were made by the researcher in order to answer administrators' questions. The researcher set tentative dates for on site visits. At this time one of the original three schools declined to participate.

Each student selected from every targeted school was handed a demographic sheet, an SAS, and the EPPS questions following the explanation of the project. The researcher stated that, after hearing an explanation of the project and reviewing the questionnaire, the students were free to choose whether to participate or not.

The explanation of the project and the instructions for the demographic sheet and questionnaires were presented orally to the students as prewritten (see Appendix G). This prewritten explanation and set of instructions were implemented in order to insure that all students received the same basic prestudy orientation. At the close of the researcher's explanations, the floor was opened for questions from students and/or supervising personnel. When

all questions were answered and any students wishing to be excused were, the participants then proceeded to complete the instrument. As they finished, the researcher checked to see if the name of the student was on the demographic sheet. When the questionnaires were completed and handed in, the researcher pulled the SRA score for each participant for which one was available and filed it according to the town in which the student attended school. Information was coded for main frame computer analysis.

Procedures

An ERIC search of literature related to sexual attitudes, behaviors, and needs of high school students was completed at Forsyth Library on the campus of Fort Hays State University. The articles were requested through the researcher's hometown library. It was the finding of the researcher that very little literature dealt with the sexual attitudes, behaviors, and needs of rural high school students. There have been many studies completed dealing with the consequences of behaviors and attitudes of students but research was limited in areas of identifying and changing the attitudes, behaviors, and needs so the consequences could be less serious. The fact that most research literature dealt with college populations led the researcher to the selection of high school students as a targeted population to study.

Instruments were selected and permission was obtained to use them from The Psychological Corporation and Dr. Walter H. Hudson (see Appendices H & I). Permission to administer the instruments in each school was obtained by phone correspondence with the principals of the participating schools. Students were then selected from each of the schools.

The proposal was written and defended. Data were collected. The researcher scored the instruments and the data were analyzed by the main frame computer at Fort Hays State University. The results were compiled and a report was written. A final report was written and defended, followed by editing and rewriting.

Data Analysis

The following were compiled:

1) appropriate descriptive statistics,

2) three-way Analysis of Variance (general linear model),

3) Bonferroni (Dunn) t-test for means, and

4) Duncan's Multiple Range Test for means.

Results

The purpose of the researcher was to investigate the sexual attitudes of Western Kansas high school students. The sample was from 2A schools as categorized by the Kansas State High School Activities Association (KSHSAA). The sample consisted of 235 articipants, 123 males and 112

females. The students were selected from English classes from each grade classification (freshman, sophomore, junior, senior) of the five high schools sampled. It should be noted that SRA composite scores were available for 119 of the 235 students taking part in the study. The independent variables were classification, religious affiliation, gender, family type, Science Research Associates (SRA) national percentile scores (composite), autonomy, and aggression. The dependent variable was scores on the Sexual Attitudes Scale (SAS). Five composite null hypotheses were tested at the .05 level of significance. A status survey design with pre-determined and post hoc grouping was employed. The following designs were used with composite null hypotheses one through five respectively:

composite null hypothesis number one, a 2x4x4 factorial design,

composite null hypothesis number two, a 4x4x4 factorial design,

composite null hypothesis number three, a 4x4x2 factorial design,

composite null hypothesis number four, a 2x4x4 factorial design, and

composite null hypothesis number five, a 2x2x2 factorial design.

The results section was organized according to composite null hypotheses for ease of reference. Information

pertaining to each composite null hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number one that the differences among mean attitude toward human sexuality scores according to gender, classification, and religious affiliation would not be statistically detectable. Information pertaining to composite null hypothesis number one was presented in Table 1. The following information was cited in Table 1: variables, sample sizes, means, standard deviations, F values, and p values.

Table 1: A Comparison of Mean Sexual Attitude Scale Scores According to Gender, Classification, and Religious Affiliation Employing a Three-Way Analysis of Variance

Variable	N	M*	S	F value	p level
Gender (A)					
Female	112	68.5[a]	11.46	13.58	.0003
Male	117	60.4[b]	11.40		
Classification (B)					
Freshman	58	61.4	13.28		
Sophomore	55	64.7	12.86	0.83	.4815
Junior	60	66.8	11.49		
Senior	56	64.6	10.54		
Religious Affiliation (C)					
Catholic	57	62.9	11.15		
Methodist	55	63.5	11.83	0.33	.8069
Lutheran	26	63.7	10.68		
Other	91	66.0	13.16		
	Interactions				
	A x B			2.00	.1153
	A x C			1.90	.1303
	B x C			1.52	.1428
	A x B x C			0.58	.8161

*The larger the scores the more conservative the attitude (possible score of 25-125 with a theoretical mean of 75).

[a,b]Difference statistically detectable at the .05 level according to Bonferroni (Dunn) t test for means.

One of the seven p values was statistically detectable at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically detectable difference was for the main effect gender. The results cited in Table 1 indicated males reported a lower mean score than did females, depicting a more liberal attitude.

It was hypothesized in composite null hypothesis number two that the differences among mean attitude toward human sexuality scores according to classification, religious affiliation, and family type would not be statistically detectable. Information pertaining to composite null hypothesis number two was presented in Table 2. The following information was cited in Table 2: variables, sample sizes, means, standard deviations, F values, and p values.

Table 2: A Comparison of Mean Sexual Attitude Scale Scores According to Classification, Religious Affiliation, and Family Type Employing a Three-Way Analysis of Variance

Variable	N	M*	S	F value	p level
Classification (B)					
Freshman	55	61.5	13.28		
Sophomore	53	64.8	12.86	0.42	.7423
Junior	60	66.8	11.49		
Senior	56	64.6	10.54		
Religious Affiliation (C)					
Catholic	55	63.1	11.15		
Methodist	54	63.4	11.84	0.99	.3994
Lutheran	26	63.7	10.68		
Other	89	66.2	13.16		
Family Type (D)					
Two-parent	166	65.2[a]	12.06		
Stepfather	20	62.3[a]	11.92	2.62	.0527
Single parent	22	59.7[b]	12.59		
Other	16	65.7[a]	12.12		
	Interactions				
	B x C			0.94	.4905
	B x D			0.61	.7878
	C x D			0.34	.9599
	B x C x D			1.05	.4059

*The larger the scores the more conservative the attitude (possible score of 25-125 with a theoretical mean of 75).

[a,b]Difference statistically detectable at the .05 level.

One of the seven p values was statistically detectable at .05 level; therefore, the null was rejected. The statistically detectable difference was for the main effect family type. The results cited in Table 2 indicated adolescents living in a single parent situation reported a lower mean score than did any of those from other family types, depicting a more liberal attitude.

It was hypothesized in composite null hypothesis number three that the differences among mean attitude toward human sexuality scores according to religious affiliation, family type, and gender would not be statistically detectable. Information pertaining to composite null hypothesis number three was presented in Table 3. The following information was cited in Table 3: variables, sample sizes, means, standard deviations, F values, and p values.

Table 3: Comparison of Mean Sexual Attitude Scale Scores According to Religious Affiliation, Family Type, and Gender Employing a Three-Way Analysis of Variance

Variable	N	M*	S	F value	p level
Religious Affiliation (C)					
Catholic	55	63.1	11.15		
Methodist	54	63.4	11.84	0.17	.9170
Lutheran	26	63.7	10.68		
Other	89	66.2	13.16		
Family Type (D)					
Two-parent	166	65.2	12.06		
Stepfather	22	59.7	11.92	1.64	.1809
Single parent	20	62.3	10.68		
Other	16	65.7	13.16		
Gender (A)					
Female	111	68.6	11.46	3.01	.0843
Male	113	60.5	11.40		
	Interactions				
	A x C			2.41	.0678
	A x D			2.18	.0914
	C x D			0.36	.9522
	A x C x D			1.37	.2270

*The larger the scores the more conservative the attitude (possible score of 25-125 with a theoretical mean of 75).

None of the seven p values was statistically detectable at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 3 indicated no detectable associations between the independent and the dependent variables.

It was hypothesized in composite null hypothesis number four that the differences among mean attitude toward human sexuality scores according to gender, classification, and family type would not be statistically detectable. Information pertaining to composite null hypothesis number four was presented in Table 4. The following information was cited in Table 4: variables, sample sizes, means, standard deviations, F values, and p values.

None of the seven p values was statistically detectable at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 3 indicated no detectable associations between the independent and the dependent variables.

It was hypothesized in composite null hypothesis number four that the differences among mean attitude toward human sexuality scores according to gender, classification, and family type would not be statistically detectable. Information pertaining to composite null hypothesis number four was presented in Table 4. The following information was cited in Table 4: variables, sample sizes, means, standard deviations, F values, and p values.

Table 4: A Comparison of Mean SAS Scores According to Gender, Family Type, and Classification Employing Three-Way Analysis of Variance

Variable	N	M*	S	F value	p level
Gender (A)					
Female	112	68.6	11.46	3.10	.0801
Male	117	60.3	11.40		
Family Type (D)					
Two-parent	170	65.0	12.06	1.74	.1603
Stepfather	22	59.7	11.92		
Single parent	20	62.3	12.59		
Other	17	65.9	12.12		
Classification (B)					
Freshman	56	61.6[d]	13.28	2.96	.0334
Sophomore	55	64.5	12.86		
Junior	60	66.8[e]	11.49		
Senior	58	64.3	10.54		
	Interactions				
	A x B			1.90	.1312
	A x D			3.90	.0098
	B x D			0.93	.5003
	A x B x D			1.39	.2220

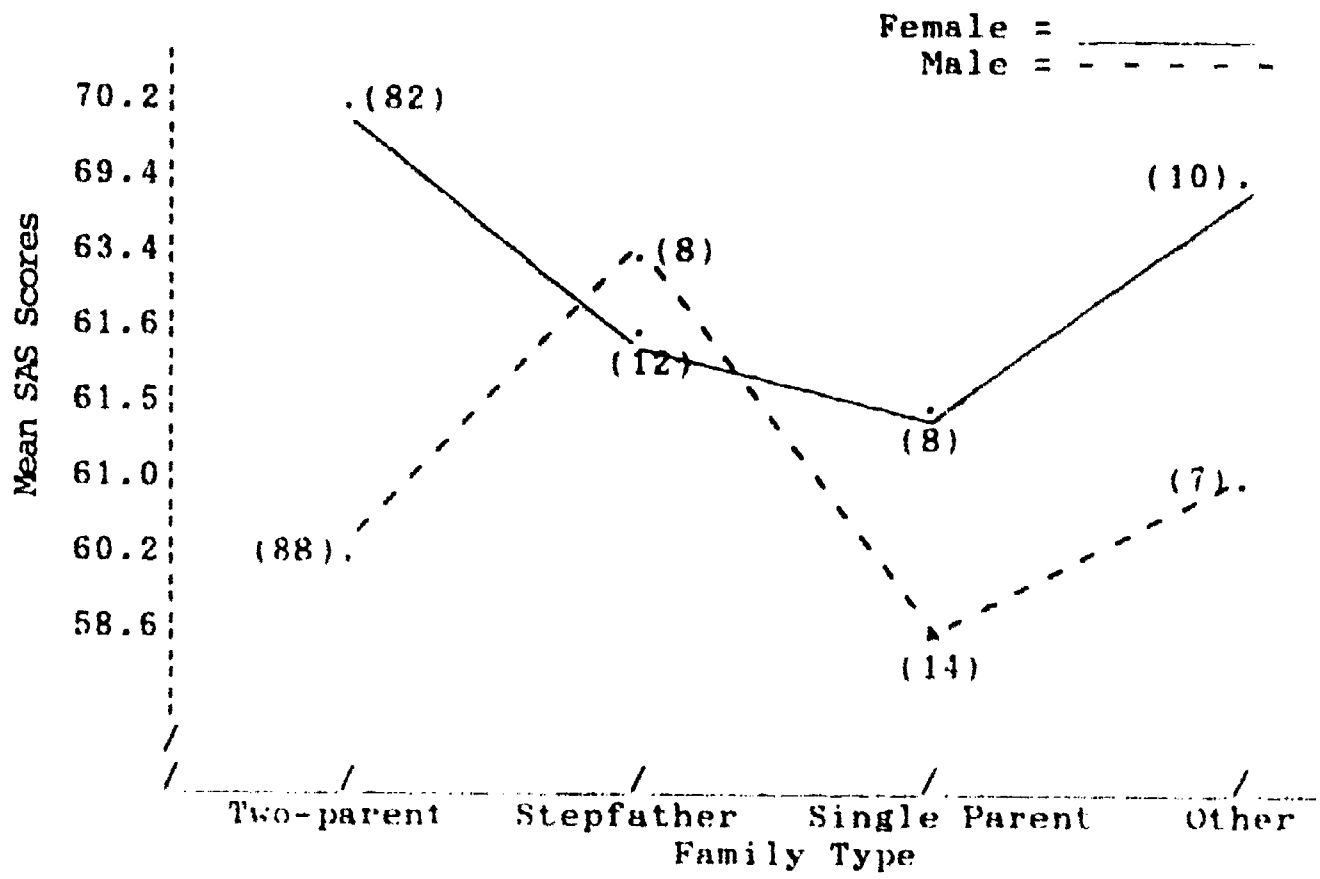
[de] Difference statistically detectable at the .05 level according to Duncan Multiple Range Test for means.

Two of the seven p values were statistically detectable at the .05 level; therefore, the null hypotheses for these comparisons were rejected. One of the statistically detectable comparisons was for the main effect classification. The results cited in Table 4 indicated freshman reported a lower mean score than juniors depicting they had a more liberal attitude. The other statistically detectable comparison was for the interaction between gender and family type.

The interaction between gender and family type was depicted in a profile plot. Figure 1 contains mean SAS scores and curves for gender.

Figure 1

The Interaction Between Gender and Family Type for the Dependent Variable Sexual Attitude Scale Scores



The interaction between gender and family type for the dependent variable Sexual Attitude Scale scores was disordinal. The results cited in Figure 1 indicated the following: 1) males from two-parent families reported a numerically lower mean score than females from two-parent families showing a more liberal attitude, 2) males from single parent families reported a numerically lower mean score than did females, depicting a more liberal attitude, 3) males from other family type reported numerically lower

means depicting greater liberalism than females, and 4) females from stepfather family type reported a numerically lower mean score than males depicting a more liberal attitude.

It was hypothesized in composite null hypothesis number five that the differences among mean attitude toward human sexuality scores according to Science Research Associates (SRA) national percentile scores (composite), autonomy, and aggression would not be statistically detectable. Information pertaining to composite null hypothesis number five was presented in Table 5. The following information was cited in Table 5: variables, sample sizes, means, standard deviations, F values, and p values.

Table 5: A Comparison of Mean Sexual Attitude Scale Scores According to SRA National Percentile Scores, Autonomy, and Aggression Employing Three-Way Analysis of Variance

Variable	n	M*	SD	F value	p level
SRA Scores (E)					
High	36	62.8	11.12	1.05	.3082
Low	83	65.8	12.15		
Autonomy (F)					
High	54	67.0	12.13	1.75	.1881
Low	65	62.3	10.66		
Aggression (G)					
High	61	67.0	11.00	1.25	.2658
Low	58	62.7	12.11		
	Interactions				
	E x F			0.05	.8169
	E x G			0.00	.9483
	F x G			0.00	.9489
	E x F x G			0.06	.8047

*The larger the scores the more conservative the attitude (possible score of 25-125 with a theoretical mean of 75).

None of the seven p values were statistically detectable at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 5 indicated no detectable associations between the independent and the dependent variables.

Discussion

Summary

The purpose of the researcher was to investigate the sexual attitudes of Western Kansas high school students. The population was from 2A schools as categorized by the Kansas State High School Activities Association (KSHSAA). The sample consisted of 235 participants, 123 males and 112 females. The students were selected from English classes from each grade classification (freshman, sophomore, junior, and senior) of the five high schools sampled. The independent variables were classification, religious affiliation, gender, family type, Science Research Associates (SRA) national percentile scores (composite), autonomy, and aggression. The dependent variable was scores on the Sexual Attitudes Scale (SAS).

Five composite null hypotheses w tested at the .05 level of significance. A total of 18 comparisons (plus 17 recurring comparisons) were made. Seven of the 18 comparisons were for main effects. Three of the main effects were statistically detectable. The three statistically detectable main effects were for the independent variables gender, classification, and family type. The results pertaining to main effects indicated the following: 1) males reported a lower mean score than females, depicting more liberal attitudes, 2) students living in a single parent situation reported a lower mean

score than did any of those from other family types, depicting more liberal attitudes, and 3) freshmen reported a lower mean score than juniors, depicting more liberal attitudes. Eleven of the 18 comparisons were for interactions. One of the 11 interactions was statistically detectable. It was between gender and family type. The interaction between gender and family type indicated the following: 1) males from two-parent families reported a numerically lower mean score than females from two-parent families showing a more liberal attitude, 2) males from single parent families reported a numerically lower mean score than females, depicting a more liberal attitude, 3) males from other family type reported a numerically lower mean score depicting greater liberalism than females, and 4) females from the stepfather family type reported a numerically lower mean score than males, depicting a more liberal attitude.

Results and Related Literature

The literature reviewed contained several generalizations pertaining to attitudes toward human sexuality. One generalization was young people are more liberal in their sexual attitudes. Young males reported more liberal attitudes than females (Gunderson & McCary, 1980; Harrison, Bennett, Globett, & Alsikafi, 1974). The results of the present study supported this finding.

Another generalization was classification or chronological age was inversely associated with a liberal attitude toward human sexuality. Results from the literature indicated high school students had more liberal attitudes than college students (Chilman, 1983). Sexual experiences increased with age. The 18 year old student was more sexually active than the 13 year old (Finkel & Finkel, 1983). The results of the present research supported this generalization. Freshmen were the most liberal and juniors were the most conservative.

The literature represented a variety of findings with regard to religious affiliation and sexual attitudes. Several researchers concluded that regular church attendance had an effect on sexual activity in that church attending teens were more apt to be conservative in their approaches to sexual activity (Forste & Heaton, 1988; Miller & Simon, 1974; Reiss, 1967). Results cited in the literature indicated Catholic teenagers, especially females, were more conservative than Protestant teenagers. One group of researchers reached the conclusion that religion had no effect whatsoever on the attitude of high school students (King, Abernathy, Robinson, & Balswick, 1976).

The results of the present study supported the findings of King, Abernathy, Robinson, and Balswick (1976). It should be noted however, that the regularity and frequency of church attendance were not variables in the present study.

It is the opinion of the present researcher that the Catholic church has become more open and tolerant of the liberal viewpoint in the past few years. Since rural areas are not usually affected by change as quickly as are urban areas, the researcher questioned whether or not the incoming freshmen had been exposed to the traditional church upbringing or a more liberal one. A more liberal one could account for the liberal attitudes occurring at the younger end of the age continuum.

Forste and Heaton (1988) found that the family type in which the student lived had an effect on the attitudes of the high school students who had participated in the research. Adolescents, especially females, from traditional two-parent families were found to have the most conservative attitudes and the most liberal attitudes were found in the nontraditional families.

Results from the present study indicated that there was statistically detectable differences in students' SAS scores as they related to family type. The most liberal attitudes were evident in the single parent family type. The researcher's findings appeared to be consistent with the findings in the literature.

Educational ability as it pertains to human sexuality yielded results that included such findings as teenagers with low grade point averages were more apt to be sexually active than those with higher grade points (Flick, 1986,

cited in Forste & Heaton, 1988). This was found to be true for both males and females. The aforementioned finding by Flick was not supported by the findings of the present study.

Research on autonomy as an indicator of sexual attitudes was found to be lacking in quantity. The studies that were reviewed indicated that high school students who placed high value on independence were more liberal in their sexual attitudes (Jessor & Jessor, 1975, cited in Wagner, 1980). Non-virgin females, because of low self esteem and an external locus of control, tended to be less autonomous. These females are influenced more by societal attitudes; therefore, it is likely they will be liberal. The results of the present study indicated no statistically significant association between autonomy and attitudes toward human sexuality.

The male is most likely the one to be accused of being overly aggressive and domineering in a relationship. The evidence in the reviewed literature suggested that males were more liberal and aggressive than were females (Rapaport & Burkhart, 1984; Poppen & Segal, 1988). As already discussed, the present study indicated males are more liberal in attitude than are females. This study however, did not generate statistically significant data to link aggression to liberal attitudes.

Generalizations

The results of the present study appeared to support the following generalizations:

1) males were more liberal than females,

2) adolescents from the single parent family type were more liberal than adolescents from the other family type,

3) freshmen were more liberal than were the juniors,

4) the males from two parent families were more liberal than females from two parent families,

5) males from the single parent family type were more liberal than females from the same family type,

6) males from other family type were more liberal than females from this family type, and

7) females from the stepfather family type were more liberal than males from the stepfather family type.

Recommendations

After considering several factors, including population and instrument, the researcher felt that this study should be replicated but with several changes. The population itself was acceptable when considering age, geographic location, and willingness to participate. The age of these students made it an ideal population for study in that there was a lack of research directed toward this area of interest for this age group. The students of this age group were very interested in, and excited about, the subject of the questionnaire. The geographic location was rural and fairly

representative of the western one half of the state. The researcher's goal was a larger sample from a more representative number and location of schools. This goal was never realized because of the lack of cooperation by the targeted schools' administrators. The usual remark from the administrators who were contacted was, "Yes, the research needs to be done but you can't do it in my school."

The researcher felt that the independent and dependent variables were acceptable but the instruments used to collect data needed to be reevaluated. The SAS contained 25 very general statements and a 5 point Likert-type ranking scale. The two scales, autonomy and aggression, used from the EPPS provided acceptable data but an instrument directed more specifically toward determining the aggressive and/or autonomous tendencies of high school students would be more useful.

Because of concern as to how well the students understood the material they were reading, the amount of literature that dealt with the variable religiosity, and the number of questions generated by the demographic material dealing with family type, modifications would prove to be beneficial in a replication of this study. The following are the researcher's recommendations for future studies dealing with this subject matter:

1) in replication of this study a larger sample should be drawn,

2) the school locations should be more geographically representative of the western one half of the state,

3) the instrument used to survey for the dependent variable should not have a 5 point Likert-type scale, thus limiting the possibility of noncommittal responses,

4) more attention should be paid to the reading levels of the students surveyed,

5) in addition to the independent variable concerning religion, one involving religiosity and frequency of church attendance should be added,

6) an inclusion of living together as a family type should be added,

7) further explanation of the stepfather/stepmother family type to include statements pertaining to with which parent the adolescent spends the most time in a family living type situation would be beneficial, and

8) a change in cutting points for academic achievement, aggression, autonomy, and sexual attitudes should be made.

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APPENDIX A

Letter Requesting Permission to Use Student Subjects

Box 294
Kinsley, Kansas 67547
November 13, 1990

Dear Sir:

My name is Lyndel Adams and I am working toward an MS degree in counseling from Fort Hays State University. I am writing this letter to ask your assistance in researching my thesis topic by allowing me approximately one (1) hour of time with a representative sample of 40 students from grades 9-12. My topic is Sexual Attitudes of Western Kansas High School Students. I am hoping to survey 400 to 500 students from western Kansas schools with student populations of 100 to 200 students. Through my research I hope to discover some factors that may contribute to the conservative or liberal attitudes toward sexuality as expressed by high school students. My hope is that better counseling and human growth education programs can be developed using the findings of this study. I am requesting permission to come into your school to conduct a portion of my research.

I have taught 6th grade in USD #347, Kinsley, Kansas for 13 years. Before teaching 6th grade I taught junior and senior high school special education students. In addition to teaching, I have been involved in coaching volleyball at both the junior and senior high levels. I am also active in church and in 4-H. As a person I am responsible and conscientious and will take great care to complete my research in a professional, efficient manner. If you would like to contact references regarding my work, please call any or all of the following men:

Super. of Schools	Masters Adv.	Thesis Adv.
Lonn Poage 110 E First St. Kinsley, KS 67547	Dr. Tom Guss Rarick 230 600 Park St. Hays, KS 67601	Dr. Bill Daley Rarick Hall 600 Park St. Hays, KS 67601
Ph. 316-659-3646	Ph. 913-628-4520	Ph. 913-628-5898 913-628-4378

If I receive your permission to conduct my study I will need the following things: approximately one (1) class period during the months of January <u>or</u> February, and an SRA

score for each selected student. This SRA score need not be sent to me as I would prefer to pull the ones I need when I arrive at your school.

Please fill out and return the postcard as soon as possible. If you choose to take part in this study I will be contacting you either by phone or in person in order to answer any questions that you may have. Enclosed you will find the postcard and a sample of the questionnaire and demographic material that I will be administering to your students if you choose to participate in this study.

All of the obtained information will be confidential except for the combined results. After I connect the SRA scores with the appropriate student questionnaires the names will be thrown out and only numbers will be used for identification. When the research is completed I will be happy to share with you the combined results or any portion of the research in which you may be interested.

Sincerely,

Lyndel Adams

Enclosure

APPENDIX B

Letters Requesting Permission to Use the Aggression, Autonomy, Heterosexuality, and Dominance Scales From the Edwards Personal Preference Schedule

Box 294
Kinsley, Kansas
67547
September 10, 1990

ATT: Christine Sauer
The Psychological Corp.
555 Academic Court
San Antonio, TX 78204-2498

Dear Ms. Sauer:

My name is Lyndel Adams and I am working toward an MS degree in counseling from Fort Hays State University in Hays, Kansas. In partial fulfillment of the necessary requirements for this degree I am doing a thesis. My thesis topic is Sexual Attitudes of Western Kansas High School Students and I hope to survey 400 to 500 students as I gather data.

I am requesting permission to use the aggression, autonomy, heterosexuality, and dominance scales from the Edwards Personal Preference Schedule in my research. These scales, in addition to classification, gender, religion, and family type, will be used as independent variables as I investigate their effects on the liberal or conservative sexual attitudes of high school students.

Through my research I am hoping to discover some common factors in these attitudes and, because of these discoveries, I, as well as other professionals and parents, can do better jobs of preparing our young people for life in society.

Yours truly,

Lyndel Adams

Box 294
Kinsley, Kansas
67547
September 10, 1990

The Psychological Corporation
Attn: Christine Sauer
555 Academic Court
San Antonio, TX 78204-2498

Dear Ms. Sauer:

The following information was requested from me before you can proceed with the process of granting me permission to use the Edwards Personal Preference Schedule in my thesis research.

My thesis topic is sexual attitudes of Western Kansas high school students. I am hoping to test 400 to 500 high school students who will be drawn in stratified random samples of 40 from schools granting me permission to do research. The schools contacted will be 34 in number and I am hoping to get at least ten positive responses to my requests.

The research is going to be based on the following ideas. I am administering the Sexual Attitudes Scale (Hudson, et al.) to discover whether the students have liberal or conservative attitudes toward sex. After this conclusion is reached I am going to use the EAS scores, genders, classifications, religions, family types, plus scores from the autonomy, aggression, and dominance scales of the EPPS to explore whether patterns exist (i.e. high EAS scores = liberal attitude, high aggressive score = conservative attitude).

A demographic sheet, the Sexual Attitudes Scale (SAS), and the EPPS scales will be used in a paper and pencil manner. Each student's name will appear on the demographic sheet only until the EAS score is matched to it. When the EAS score becomes known, the student will become a number and the name will be discarded. No names will appear anywhere else on the questionnaire. The SAS will be marked in a "strongly agree to a strongly disagree" manner with lower scores representing a more liberal attitude. The questions pertaining to the three scales of the EPPS will be isolated and only those questions pertaining to those three scales will be answered and scored as instructed by the manual.

The results will be made available to participating schools but only in a confidential form. The schools may have the complete results or the results from their own schools. These results will contain no names of individuals or any other identifying marks. The original questionnaires will be kept and scored by me exclusively.

My purpose for doing this research is to discover some variables that affect the attitudes of high school students about sex. I hope to use these results to help my school district, as well as other school districts, put together stronger, more effective human growth and development curricula.

Thank you for your time and patience.

Sincerely,

Lyndel Adams

APPENDIX C

Letter Requesting Permission to Use Sexual Attitude Scale

Box 294
Kinsley, KS
67547
August 16, 1990

Walter W. Hudson, Ph.D.
School of Social Work
Florida State University
Tallahassee, FL 32306

Dear Dr. Hudson:

My name is Lyndel Adams and I am working toward an MS in elementary and secondary counseling at Fort Hays State University in Hays, Kansas. In partial fulfillment of the requirements necessary for this degree I am doing a thesis. My thesis topic is sexual attitudes of Western Kansas high school students and I hope to survey 400 to 500 students as I gather data.

I am requesting permission to use your Sexual Attitude Scale in my research. The scores from this scale will be used as the dependent variable in my study and the following will be my independent variables: EAS, gender, religion, family type, classification, and the scores from the aggression, dominance, and autonomy scales of the Edwards Personal Preference Schedule. I am also asking permission to change the agree-disagree continuum from a 5-point to a 4-point, omitting the choice of neither agree nor disagree. Since I will be using this questionnaire with high school students may I also define terms within the question? An example of this would be #16. I would include a short definition of procreation along with the question.

Through my research I am hoping to discover some common factors in sexual attitudes and because of this discovery, I, as well as other professionals and parents can do better jobs preparing our young people for life in society.

Sincerely,

Lyndel Adams

APPENDIX D

Sample Questions From the Edwards Personal Preference

Sample questions from the Edwards Personal Preference Schedule autonomy and aggression scales used in the questionnaire for this study.

A I like to be able to come and go as I want.

B I like to be able to say that I have done a difficult job well.

A I like to do things that other people regard as unconventional.

B I like to put in long hours of work without being distracted.

A I like to read newspaper accounts of murders and other forms of violence.

B I would like to write a great novel or play.

A I like to tell other people what I think of them.

B I like to avoid being interrupted while at my work.

NAME _____

AGE _____ SEX _____

CLASSIFICATION: FR. SOPH. JR. SR.

TOWN IN WHICH I ATTEND SCHOOL _____

MOTHER'S OCCUPATION _____

FATHER'S OCCUPATION _____

RELIGIOUS PREFERENCE:
1) BAPTIST _____
2) CATHOLIC _____
3) EPISCOPAL _____
4) METHODIST _____
5) PRESBYTERIAN _____
6) NO PREFERENCE _____
7) OTHER (Please specify) _____

HOW OFTEN DO YOU ATTEND CHURCH? _____

TYPE OF FAMILY:
1) STEPMOTHER _____
2) STEPFATHER _____
3) TRADITIONAL TWO-PARENT _____
4) SINGLE PARENT _____
5) OTHER (Please Specify) _____

OF CHILDREN IN FAMILY _____ YOUR # IN FAMILY _____

NUMBER OF YEARS IN THIS COMMUNITY _____

IF HAVE MOVED TO THIS COMMUNITY WITHIN THE LAST 4 YEARS, WAS THE COMMUNITY FROM WHICH YOU MOVED OF COMPARABLE SIZE? _____

APPENDIX E

Towns Sent Letter Requesting Permission to do Study

Towns that letter requesting permission to do study was sent.

St. Francis 1610
P.O. Box 605
100 College
St. Francis, KS
67756-0605
Mr. Ward Cassidy

Elkhart 2243
P.O. Box 999
Elkhart, KS
67950-0999
Mr. David Roberts

Lakin 1823
407 N. Campbell St.
Lakin, KS
67860-0269
Mr. Jack Hulsey

Oakley 2343
118 W. 7th St.
Oakley, KS
67748-1798
Mr. Max Turner

Oberlin-Dec. Com. 2387
605 E. Commercial St.
Oberlin, KS
67749-2104
Mr. Gordon Matson

Dighton 1390
P.O. Box 939
200 So. Wichita St.
Dighton, KS
67839-0939
Mr. Roger Timken

Meade 1777
P.O. Box 400
Meade, KS
67864-0400
Mr. Dave Easterday

Syracuse 1654
P.O. Box 966
N. Main
Syracuse, KS
67878-0966
Mr. Tom Clark

Hugoton 3165
215 W. 11th St.
Hugoton, KS
67951-2998
Mr. Stephen Nelson

Leoti-Wichita Co. 1869
P.O. Drawer K
Leoti, KS
67861-0318
Mr. Randall K. Steinle

Atwood 1665
100 N. 8th St.
Atwood, KS
67730-1899
Mr. James E. Finn

Hoxie 1462
P.O. Box 989
Hoxie, KS
67740-0989
Mr. Fred L. Irwin

Sublette 1293
P.O. Box 460
501 Ellis
Sublette, KS
67877-0460
Mr. Mike Simmons

Cimarron 1491
P.O. Box 489
300 N. First
Cimarron, KS
67835-0489
Mr. Steven B. Hefty

Hill City 2028
1 Ringneck Dr.
Hill City, KS
67642-2299
Mr. Lawrence Schulenberg

Ness City 1769
P. O. Box 417
200 N. 5th St.
Ness City, KS
67560-0417
Mr. Daryl Olson

Greensburg 1885
420 So. Main St.
Greensburg, KS
67054-1852
Mr. Gary Goodheart

LaCrosse 1618
P.O. Box 8
LaCrosse, KS
67548-0008
Dr. W. Michael Shimeall

Stockton 1325
105 N. Cypress St.
Stockton, KS
67669-1639
Mr. Earl Richter

Mankato 1205
P.O. Box 308
Mankato, KS
66956-0308
Mr. Robert Herbig

Hoisington 3678
218 E. 7th St.
Hoisington, KS
67544-1894
Mr. Richard Roda

WaKeeney-Trego 2388
Comm.
1200 Russell Ave.
WaKeeney, KS
67672-2299
Mr. Jerry Bonner

Ashland 1096
P.O. Box 187
Ashland, KS
67831-0187
Mr. Dean Schultz

Kinsley 2074
716 Colony
Kinsley, KS
67547-1155
Mr. Glen J. Suppes

Victoria 1328
P.O. Box 8
Victoria, KS
67671-0008
Mr. Michael A. Kreller

Smith Center 2240
P.O. Box 329
300 School Ave.
Smith Center, KS
66967-0329
Mr. Jim Kuhn

Osborne 2120
P.O. Box 209
219 N. 2nd
Osborne, KS
67473-0209
Mr. Ronald Sturgeon

Ellinwood 2508
P.O. Box 368
210 E. 2nd
Ellinwood, KS
67526-0368
Mr. Don L. Caffee

Ellis 2062
1706 Monroe St.
Ellis, Kansas
67637-1802
Mr. Reggie Romine

Stafford 1425
P.O. Box 370
Stafford, KS
67578-0370
Mr. Dale L. Harper

Medicine Lodge 2384
P.O. Drawer D
Medicine Lodge, KS
67104-0804
Mr. M. B. Moore

St. John 1501
401 N. Broadway
St. John, KS
67576-1833
Mr. Terry Gurss

Sterling 2312
308 E. Washington St.
Sterling, KS
67579-1799
Mr. Mike Neal

Quinter 951
6th & Long
Quinter, KS
67752
Mr. Grady Sewell

APPENDIX F

Towns Contacted by Phone as Follow-ups to Schools

Not Responding to Letter of Request

Towns contacted by phone as follow-ups when original requests for permission to come into the schools was unresponded to.

St. Francis
P.O. Box 605
100 College
St. Francis, KS
67756-0605
Mr. Ward Cassidy

Hugoton
215 W. 11th St.
Hugoton, KS
67951-2998
Mr. Stephen Nelson

Sublette
P.O. Box 460
501 Ellis
Sublette, KS
67877-0460
Mr. Mike Simmons

Greensburg
420 So. Main St.
Greensburg, KS
67054-1852
Mr. Gary Goodheart

Mankato
P.O. Box 308
Mankato, KS
66956-0308
Mr. Robert Herbig

Hoisington
218 E. 7th
Hoisington, KS
67544-1894
Mr. Richard Roda

Medicine Lodge
P.O. Drawer D
Medicine Lodge, KS
67104-0804
Mr. M. B. Moore

Sterling
308 E Washington St.
Sterling, KS
67579-1799
Mr. Mike Neal

APPENDIX G

Project Explanation and Instructions

Project Explanation and Instructions

My name is Lyndel Adams and I am working on an MS degree in counseling from Fort Hays State. I will be taking about 1 hour of your time in order to do some research for my thesis. My purpose for doing this research is to investigate how SRA scores, gender, classification, religion, family type, aggression, and autonomy affect how high school students feel about sexual behavior. All personal information will be confidential. By confidential I mean that no names, either personal or school, will be released to anyone or used in the final report. The information gained from this research can be used to put together better counseling programs and human growth and development curriculums.

Additional information that will be used in the explanation:

Gender - sex of person doing the questionnaire.

Classification - grade you are in at the present time.

Family type - type of family in which you live. (ie. step-family, traditional two-parent, etc.).

Aggression - straightforwardness; desire to take over.

Autonomy - desire for independence.

Liberal - open-minded tolerant, interested in change.

Conservative - opposed to change.

Sexuality - maleness; femaleness.

Procreation - the creating of babies.

Older - people over 60 years of age.

The first page is the general information sheet. Are there any questions pertaining to this material?

The second page includes the questions. This questionnaire contains 25 questions to which there are no correct or incorrect answers. It will measure the way you feel about sexual behavior. Each item is to be answered by putting the number of your opinion on the line following the question. The choices are as follows:

1 Strongly disagree
2 Disagree
3 Neither agree nor disagree
4 Agree
5 Strongly agree.

The remaining pages consist of 28 sets of statements that are designed to measure other variables in the study. You will notice in the example below that there are two statements, A and B. You are to choose which of the statements is more characteristic of your likes.

Example: A I like to listen to classical music.

B I feel good when I finish a hard task.

If A is more characteristic of you, circle A. If B is more characteristic of you, circle B. If both are characteristic of you, circle the one which is more characteristic of you. If neither is characteristic of you then circle the one which is more like you. Please do not leave any blanks. Are there any questions?

Is there anyone who does not wish to be a part of this study? If there is, please return your questionnaire and you may be excused with my thanks for your attention to this point. If there is nothing further you wish to discuss, you may begin the questionnaires. When finished please bring them to me and you may be excused to return to class with my sincere thanks.

APPENDIX H

Letters From The Psychological Corporation Responding to Letters of Request

THE PSYCHOLOGICAL CORPORATION
555 ACADEMIC COURT, SAN ANTONIO, TEXAS 78204-2498
TELEPHONE: (512) 299-1061 TELEX: 5106015629 TPCSAT FAX: (512) 270-0327

August 21, 1990

Lyndel Adams
Box 294
Kinsley, Kansas 67457

Dear Ms. Adams:

Thank you for your letter of August 15 concerning use of the Edwards Personal Preference Schedule in your thesis research.

Before we can proceed with your request, we need additional information concerning your thesis research and its purpose. Please provide a brief but detailed description of this project, including your method of testing and approximate number of subjects to be tested.

In addition, please provide a letter from your faculty advisor or department chairman, on university letterhead, which endorses your research.

When we have received this documentation, we will further consider your request.

Thank you for your prompt attention to this matter.

Sincerely,

Christine Sauer

Christine Sauer
Supervisor
Rights & Permissions

THE PSYCHOLOGICAL CORPORATION
555 ACADEMIC COURT, SAN ANTONIO, TEXAS 78204-2498
TELEPHONE: (512) 299-1061 TELEX: 5106015629 TPCSAT FAX: (512) 270-0327

October 22, 1990

Lyndel Adams
Box 294
Kinsley, Kansas 67547

Dear Ms. Adams:

Thank you for your September 10 letter requesting permission to use the Edwards Personal Preference Schedule for testing purposes for use in your thesis research.

In order to protect the combined usefulness of the test, and as a responsible test publisher, we believe it is our responsibility to maintain the security and integrity of our tests. Consequently, we cannot allow items or portions of the test to be bound in, stapled with or microfilmed with your thesis. Sample items may be bound, but actual test items cannot and must be referred to by page and/or item number as stated in the test.

We will gladly grant permission for use of the test if the above restrictions will be adhered to. Please sign and return a copy of this letter to me for my files and forward a copy of your thesis when it is completed so that I may retain a copy in our library.

When you have returned the signed letter, you may contact Sue Smith in Qualifications (800) 228-0752, ext. 293, to order your test materials. You will be eligible for a 50% student discount. Please mention this to Mrs. Smith.

If you have any questions regarding the above please contact me directly.

Sincerely,

Christine Boebbler

Christine Boebbler
Supervisor
Rights and Permissions

UNDERSTOOD AND AGREED

Name Date

HARCOURT BRACE JOVANOVICH, INC.

APPENDIX I

No. 294
Hinsley, KS
67547
August 16, 1990

Walter W. Hudson, PhD
School of Social Work
Florida State University
Tallahassee, FL 32306

Dear Dr. Hudson:

My name is Lyndel Adams and I am working toward an MS in elementary and secondary counseling at Fort Hays State University in Hays, Kansas. In partial fulfillment of the requirements necessary for t[illegible] a thesis. My thesis topic is sexual attitudes of Western Kansas high school students and I hope to survey 400 to 500 students as I gather data.

I am requesting permission to use your Sexual Attitude Scale in my research. The scores from this scale will be used as the dependent variable in my study and the following will be my independent variables: EAS, gender, religion, family type, classification, [illegible] from the aggression, dominance, and autonomy scales of the Edwards Personal Preference Schedule. I am also asking permission to change the agree-disagree continuum from a 5-point to a 4-point, omitting the choice of neither agree nor disagree. Since I will be using this questionnaire with high school students may I also define terms within the questions? An example of this would be #16. I would include a short definition of procrastination along with the question.

Through my research I am hoping to discover some common factors in sexual attitudes and because of this discovery, I, as well as the professionals and parents can do better job preparing our young people for life in society.

Sincerely,

Lyndel Adams

Lyndel Adams

We do not permit reproduction of a questionnaire or any part thereof.

[illegible]