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ABSTRACT

This study was conducted to investigate the sexual attitudes of college students (N=384) at a Western Kansas university. Students completed the Sexual Attitudes Scale, the Personal Attribute Inventory, and a demographic questionnaire examining gender, birth order, family structure, and age at which one started dating. Of 20 main effects comparisons, five were statistically significant at the .05 level. Males reported more liberal attitudes toward Permissiveness and toward Instrumentality than did females. Those who started dating before age 13 reported a more liberal attitude toward Permissiveness than did those who began dating at age 13 or older. The youngest and oldest birth order subjects reported a more liberal attitude toward Permissiveness than did middle born subjects. Subjects who reported one to four negative words describing family had a more liberal attitude toward Permissiveness than did subjects who reported no negative words. An interaction between gender and the perception of family was found to be significant for the variable Permissiveness, as was an interaction among gender, family structure, and the perception of family. (Appendix includes instruments; document contains 46 references.) (NB)

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COLLEGE STUDENTS' ATTITUDES TOWARD SEXUALITY

being

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

by

Marianna K. Medina  
B.S., Fort Hays State University

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Major Professor

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Chair Graduate Council

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The Graduate Committee of Marianna K. Medina hereby approves her thesis as meeting partial fulfillment of the requirements for the Degree of Master of Science.

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## Abstract

The purpose of the researcher was to investigate the sexual attitudes of college students at a Western Kansas university. The sample consisted of 201 females, 183 males; 122 freshmen, 72 sophomores, 77 juniors, and 113 seniors, a total of 384 students. The independent variables were gender, dating age, family structure, birth order, and perception of family. The dependent variables were the sub-scale scores of the Sexual Attitude Scale: Permissiveness, Sexual Practices, Communion, and Instrumentality.

Six composite null hypotheses were tested at the .05 level of significance. Each of the composite null hypotheses were tested employing a three-way Analysis of Variance. A total of 80 comparisons (plus 88 recurring comparisons) were made. Twenty of the 80 comparisons were for main effects, 60 for interactions. Of the 20 main effects five were statistically significant at the .05 level. The five significant main effects were the following:

- 1) gender and the dependent variable Permissiveness,
- 2) dating age and the dependent variable Permissiveness,
- 3) birth order and the dependent variable Permissiveness,
- 4) gender and the dependent variable Instrumentality, and
- 5) perception of family and the dependent variable Permissiveness.

Of the 60 interactions two were statistically significant at the .05 level. The following interactions were statistically significant at the .05 level:

- 1) gender and the perception of family for the dependent variable

Permissiveness; and

2) among gender, family structure, and the perception of family for the dependent variable Permissiveness.

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

- 1) males have a more permissive attitude towards sex than females,
- 2) those who started dating before age 13 have a more permissive attitude toward sex than those who started dating at an older age,
- 3) youngest and oldest birth order subjects have a more permissive attitude toward sex than middle born,
- 4) males were more instrumental than females,
- 5) subjects who reported 1-4 negative words describing family had a more permissive attitude toward sex than those who reported no negative words,
- 6) an interaction between gender and the perception of family for Permissiveness, and
- 7) an interaction among gender, family structure, and the perception of family for the dependent variable Permissiveness.

## Introduction

### Overview

Sexual learning begins and continues throughout life, resulting from social interaction with one's surroundings (Diamond & Diamond, 1986). Several variables are important to the development of sexual attitudes and subsequent behaviors (Hopkins, 1977; Robinson & Jedlicka, 1982). These variables include gender, family type, birth order, age of initial dating, and perception of family.

Many components of the social environment such as family, peers, and experiences have an impact on sexual attitudes and behavior development and whether these attitudes and behaviors become liberal or conservative (Yarber & Greer, 1986). Liberal, in this paper, means open-minded, tolerant, and willing to accept new ideas. Conservative means holding traditional values, reluctant to accept change, and over-concern with other's perceptions.

### Gender and Sexual Attitudes

College men and women's attitudes and behavior towards sex seems to converge over the years, yet differences remain. Men have generally held more positive attitudes towards sex than women, i.e., feeling less guilty for sexual behavior, feeling that sex is a natural social evolution of a relationship, resulting in a more open attitude about sex. Due to the positive attitudes towards sex, men engaged in a greater variety of sexual behaviors more frequently than women (Hopkins, 1977; Story, 1982). Gender role socialization was proposed as a major contributor to gender differences in sexual attitudes and

behaviors. Historically men were expected to be sexually pro-active--initiating and controlling sexual interactions--and to have a continuing overriding interest in sex (Gross, 1978). Women were expected to be sexually reactive and disinterested in sex. The differences in sexual behavior were by-products of the differences in gender role expectations. As stated by Miller & Simon (1980), "gender role expectations represent the most powerful factor shaping adolescent sexual behavior" (p. 392).

In the United States, 60% of unmarried males aged 15-19 and 50% of unmarried females aged 15-19 have had sexual intercourse (Dawson, 1986; Marsiglio & Mott, 1986; Sonenstein, Pleck & Ku, 1989; and Forrest & Singh, 1990). Levels of sexual activity increased with each successive year of age from 15 to 19. In 1988, 27% of unmarried 15 year old females and 33% of unmarried 15 year old males reported having intercourse, and 75% of females aged 19 and 86% of males aged 19 reported having intercourse at least once. The average age for a female to have intercourse for the first time was 16.2 years and for a male, 15.7 years ("Abortion Surveillance", 1985). Sexual activity levels also varied considerably by racial and ethnic group. Researchers who conducted studies concerning sexual activity concluded 81% of black males, 60% of Hispanic males, and 57% of white males aged 15-19 reported having intercourse. For females aged 15-19, 61% of black females, 49% of Hispanic females, and 52% of white females reported having intercourse. Of the females surveyed, 60% reported having had 2 or more sexual partners (Dawson, 1986; Marsiglio & Mott, 1986; Sonenstein, Pleck & Ku, 1989; and Forrest & Singh, 1990).

Sexual attitudes became more liberal as city size increased. In a study conducted by Abernathy, Robinson, Balswick, & King, (1979) using 295 undergraduate college students, it was found that urban males reported more varied sexual activity than those from rural areas. The results of the study indicated 81% of urban males compared to 47% of rural males reported having premarital sex. Urban males also were more likely to hold a double standard towards sex. The results of the study indicated 37% of female from urban areas and 10% from rural areas reported having premarital sex. The highest percentage was for females from suburban areas with 40%.

Although females and males thought more alike regarding premarital sex than at any other time in this century, their motivation for initiating sex was still very different. Females used love/emotional reasons and departure/reunion reasons for intercourse to a greater extent than males. Males used pleasure/lust and tension release reasons to a greater extent than females (Delameter, 1987).

In a study conducted by Istvan & Griffit (1980) of 197 volunteer university students concerning the effects of attitude similarity on interpersonal attraction, a strong interaction was demonstrated between respondents' sexual experience and the sexual experience of the opposite-gender person being rated. The subjects were given a sex experience questionnaire completed by opposite gender individuals and asked to evaluate the person based solely upon the examination of their answers to the questionnaire. Only those who were inexperienced themselves discriminated against experienced females. Females ranked males highest who had experience comparable to their own for dating and

marriage partners, whereas males, regardless of their own sexual experience, showed a decided preference for females with moderate levels of sex experience.

#### Family Structure and Sexual Attitudes

Kenney & Orr (1984), found that the family played a pivotal role in establishing attitudes and values regarding sex for young people. Youth of today may experience living in an intact family, a family in which the parents become divorced, a single parent family or a blended family with a step-parent. Sanders & Mullis (1988) reported when sex was discussed in the intact family, with both parents present, information was provided for young people to behave wisely. This appeared to have a positive effect in terms of responsibility. In a study conducted by Moore, Peterson & Furstenberg (1986) young women who were sexually active found it easier to discuss sex if their parents were liberal in their views of sex. Among males, on the other hand, there was a substantial relationship between family sexual communications and conservative sexual attitudes when they had conservative parents (Fisher, 1988). The fathers' sexual attitudes had little relationship to the sexual attitudes and reported behavior of either son or daughter but the mother's sexual attitude showed a strong relationship to the daughter's attitude and behavior concerning sex (Sanders & Mullis, 1988; Yarber & Greer, 1986).

Adolescents, from intact families with a lack of parental rules and strictness, were found to be more permissive in attitude and sexual intercourse experience (Miller, McCoy, Olson & Wallace, 1986). Less parental control over girls meant an increase in early sexual

initiation for boys as well, because it was easier for them to obtain sex partners (Newcomber & Udry, 1987). In a study conducted by Miller, McCoy, Olson & Wallace (1986), of 2,423 high school students and their parents, it was determined that parents who reported using very strict discipline techniques with many rules about dating were also found to have high permissiveness in their adolescents' attitudes and behavior (Miller & McCoy, Olson & Wallace, 1986). Permissiveness of attitude and behavior was a form of rebelling, the child's way of striking back at the control their parents had enforced upon them. The parents who had the least permissive adolescents were those who used moderate strictness and rules that were not overbearing.

In the United States in 1983, over 8 million children lived in divorced or separated households ("U.S. Bureau of the Census", 1984). Hetherington (1979) found that even though almost all children experienced the pain of divorce, living in a stable home with divorced parents was less deleterious than remaining in a conflict-ridden intact family. Conflict between parents in any family structure is a contributing factor in the psychosocial development of children (Fishel, 1987). Ellison (1983), in a study employing 20 families, reported a significant positive correlation between divorced parents' assessment of parental harmony and their children's assessment of their own psychosocial adjustment. Parental Harmony Scale Scores, which were calculated as percent agreement for the separate items, ranged from .77 to .95, and the child psychosocial adjustment scores ranged from .85 to .98. After 5 years, 63% of the children of divorce were doing moderately well psychologically (Wallerstein & Kelly, 1976).

Eberhardt & Schill (1984) found that the age of the child at the time of the marital disruption was important in the psychosocial development for both boys and girls. Age at the time of divorce also affected sexual attitudes and behaviors. Using the Female Premarital Sexual Permissiveness Survey with 90 female adolescents, Reiss (1967) found that children whose fathers became absent before age 5 had a higher need for social approval than those whose fathers became absent after they were 5 years of age. In a study by Vess, Schwebel, and Moreland (1983) using the Gough Femininity Scale, boys who were under 5 years of age when their father left home endorsed more masculine qualities than boys whose parents divorced later. Boys also showed greater dependency, behavior disorders, and immaturity when from an early divorced family (Hetherington, Cox & Cox, 1979). Girls who were under 5 years of age when their father left home selected more feminine characteristics (Vess, Schwebel, & Moreland, 1983). Girls who were young when their parents divorced sought out more male attention, more physical proximity to their male peers and earlier heterosexual interaction than girls from later divorced parents (Hetherington, 1972).

"The child's adjustment to divorce is often dependent on the parents' adjustment - especially the mother's" (Fishel, 1987, p. 174).

For children, the stress of divorce was a consequence of how the parents handled the divorce rather than living in a single-parent family. It was the disruptive effect and not the state of being in a single mother household that was important for boys.

Single mothers were able to control their boys' sexual behavior a

well as those who had the help of the boys' fathers. But they lost control during the period of house-hold disruption surrounding divorce (Newcomer & Udry, 1987). This could be attributed to mothers giving less time to their sons than their daughters in the process of divorce (Wallerstein & Kelly, 1976). In a study of 1,600 subjects aged 12-15 conducted by Newcomer & Udry (1987), it was found that the state of being in a single-mother household was important for girls and not the disruption effect. Girls living in a single mother household were more than 3 times as likely to have intercourse as those in an intact family.

When a family is disrupted adolescents may be relying on weak internal controls, leaving them vulnerable to their own sexual and aggressive impulses (Springer & Wallerstein, 1983). As a result, precocious and promiscuous sexual activity, particularly by adolescent girls, is more common (Wallerstein & Kelly, 1976).

In a study conducted by Parish and Dostal (1980) of 120 children from divorced families, a strong correlation was found between children's self-concepts and the step-father's self-concepts. Children from divorced families were found to have self-concepts that were correlated with the ratings of their step-fathers ( $r = .23, p = .05$ ), but not their fathers ( $r = .17, p > .05$ ). "Children from divorced families rather rapidly identify with remaining or new parental figures, possibly in an attempt to quickly overcome feelings of uncertainty and to re-establish parent-child relationships," (Parish & Dostal, 1980, p. 37).

Birth Order and Sexual Attitudes

In Reiss' (1967) work on premarital sexual permissiveness, it was found that older siblings had a more conservative sexual attitude and thus were less permissive than later borns. Reiss explained that earlier born children were given more responsibility for other members of the family than younger siblings, and therefore, would be more conservative in attitude and less permissive in behavior.

Schachter (1964) and Rodgers (1983) found that first borns were subjected to more social pressure and when under stress they tended to seek the company of others, whereas later borns withdrew. First born children also tended to be conservators of the traditional culture; thus, they were less likely to engage in sexual activity at an early age.

The number of brothers a youth had living in the same household showed a significant positive relationship with intercourse behavior. The relationship appeared slightly stronger for females than males, due to older brothers bringing home friends, which in turn, could be potential sex partners. The number of brothers influenced attitudes towards sex and the sexual behavior of siblings through several possible mechanisms. These were: "1. Masculinization of the environment; 2. Bringing male and female friends - potential partners for younger siblings - into the family environment; and 3. Acting as role models" (Rodgers, 1983, p. 82).

#### Initiation of Dating and Sexual Attitudes

Reiss (1967), Peplau, Rubin & Hill (1977), and Thornton (1990) found that as the dating ritual began for young men and women, the emotions

escalated from no affection to love so intense that engagement was considered. Intercorrelated with the emotional changes were the changes in sexual attitudes; for example, the acceptance range of sexual involvement became more liberal as the level of emotional commitment increased. Attitudes towards sex developed in adolescence carried into adulthood.

Reiss (1967) found young people moved through the developmental stages of dating at a rapid pace or more slowly depending upon their personal characteristics and other factors such as gender, birth order, and family structure. These same factors also determined the level of sexual experience before marriage.

Thornton (1990) found that there was a positive intercorrelation among age, when first dating practices were initiated and age at first intercourse. Of the young men surveyed, over 50% of those who began dating by age 13 had experienced intercourse by age 15. In comparison, 10% of those beginning dating at age 16 or later had experienced intercourse. Similar differentials existed for the young women. Thirty percent of the young women who reported dating by age 13, had experienced sexual intercourse by age 15. Very few of those who waited to start dating until age 16 or older reported having no sexual intercourse by age 15.

The rate at which the dating relationship progressed was highly related to attitudes toward premarital sex, when sexual intercourse was experienced and the number of sexual partners one had. The young women who started dating at 14 years of age had an average of 2.7 sexual partners, whereas those who did not date until 17 or 18 years of age had an average of .6 partners (Thornton, 1990).

In a study conducted by Gibbs (1986) which surveyed 387 public junior high school girls, the average age of initiating sexual activity was 14.2 years and sexually active girls reported an average of 3.5 sexual partners. Early dating and early sexual involvement was associated with a larger number of sexual partners because those who began early had more time and opportunity for developing relationships with others (Koyle, Jensen, Olsen & Crundick, 1989). Also, the earlier a person initiated sexual activity, the longer the timespan for sexual experimentation. This increased sexual acceptance and motivation, and caused an increasing sexual appetite (Hardy, 1964; Thornton, 1990).

#### Perception of Family and Sexual Attitudes

The researcher found no studies pertaining to youth's perception of family and sexual attitudes.

#### Statement of the Research Problem

The purpose of the researcher was to investigate the sexual attitudes of college students at a Western Kansas university.

#### Importance of the Research

Statistics show there is a decline in personal values and a substantial amount of adolescent sexual activity. Everyday in the United States 7,742 teenagers become sexually active, 2,795 get pregnant, 1,295 give birth, 1,106 have abortions, and 372 miscarry (Children, 1990).

Due to the ever increasing amount of sexual activity among adolescents in the past decade, it is important to identify factors contributing to sexual attitudes of college students. Adolescent sexual activity appears to be associated with teenage pregnancy and

sexually transmitted diseases. Sexually transmitted diseases continue to be among the most important problems in the United States. An estimated 8 million teens acquire a sexually transmitted disease each year in the United States ("Sexually Transmitted Disease Surveillance," 1991).

These statistics depict the increase in liberal attitudes and behaviors among adolescents. In order to create effective intervention programs for adolescents, the factors influencing attitudes and behaviors need to be identified. Once these factors have been determined, parents, teachers, and counselors can help prepare adolescents the transition from the adolescent world of childhood innocence into the world of adult sexuality.

If the researcher is able to identify characteristics of adolescents who are at high risk for early sexual activity, then counselors and others who work with this population could help those who would need counseling. As stated by Cobliner (1988, p. 112), "It should be taught that love making is not an amusement, a game, or a means of enhancing one's self-esteem or popularity, that it is an integral part of life calling for responsibility toward oneself and one's partner and hence for a measure of empathy."

#### Composite Null Hypotheses

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

(1) The differences among mean Sexual Attitudes Scale scores of college students according to gender, family structure, and dating age will not be statistically significant.

(2) The differences among mean Sexual Attitudes Scale scores of

college students according to family structure, dating age, and birth order will not be statistically significant.

(3) The differences among mean Sexual Attitudes Scale scores of college students according to dating age, birth order, and gender will not be statistically significant.

(4) The differences among mean Sexual Attitudes Scale scores of college students according to gender, family structure, and birth order will not be statistically significant.

(5) The differences among mean Sexual Attitudes Scale scores according to the Perception of Family, gender and family structure will not be statistically significant.

(6) The differences among mean Sexual Attitudes Scale scores according to the Perception of Family, family structure and dating age will not be statistically significant.

#### Definition of Variables

##### Independent Variables

Information for independent variables 1-4 was obtained from a demographic inventory. The following independent variables were employed in the present study:

- (1) gender--two levels:
  - 1) male, and
  - 2) female;
- (2) family structure--three levels, determined post hoc,
  - 1) traditional intact family,
  - 2) single parent/divorced, and
  - 3) other;

- (3) dating age--four levels, determined post hoc,
  - 1) those who started dating before age 13,
  - 2) those who started dating at age 13-14,
  - 3) those who started dating at age 15-16, and
  - 4) those who started dating at age 17 and older;
- (4) birth order--three levels, determined post hoc,
  - 1) oldest,
  - 2) middle, and
  - 3) youngest; and
- (5) perception of family--three levels, determined post hoc,
  - 1) those who reported no negative words on family,
  - 2) those who reported 1-4 negative words on family, and
  - 3) those who reported 5-30 negative words on family.

Information was obtained from responses given on the Personal Attribute Inventory concerning perception of family.

#### Dependent Variables

Scores from the following subscales of the Sexual Attitudes Scale (SAS) were employed as dependent variables:

1. Permissiveness: (21 items, 21-105 points),
2. Sexual Practices: (7 items, 7-35 points),
3. Communion: (9 items, 9-45 points), and
4. Instrumentality: (6 items, 6-30 points).

#### Limitations

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

- (1) A convenience sample of college students from only one university was employed,
- (2) all of the subjects were from one geographical area, and
- (3) all information was collected by self-reporting instruments.

### Methodology

#### Setting

The setting for this study was a regional, Mid-Western university. This university offers Bachelor's degrees in the areas of arts, business, education, fine arts, music, science, and general studies. Master's degrees are offered in 8 areas, and Education Specialist degrees are offered in 2 areas. Fort Hays State University is located in Western Kansas and has an enrollment of approximately 5,700 students.

#### Subjects

The sample consisted of 183 men, 201 women, 122 freshmen, 72 sophomores, 77 juniors, and 113 seniors, A total of 384 students. The subjects for the present study were a convenience sample of students enrolled in Introduction to Research, Educational Psychology, Math for the Elementary Teacher, College Algebra, Modern Geometry, Marketing Principles, and Bowling.

#### Instruments

Three instruments were used. The Sexual Attitudes Scale by Hendrick and Hendrick was used for the dependent variable, the Personal Attribute Inventory by Parish (Parish & Eads, 1977), for the perception of family, and a demographic sheet for the independent variables gender, birth order, family structure, and dating age.

Sexual Attitudes Scale. The researcher contacted Susan Hendrick (See Appendix A) and gained permission to administer the Sexual Attitudes Scale (See Appendix B) to measure the dependent variables. The 43 item instrument contains four scales: Permissiveness (21 items), Sexual Practices (7 items), Communion (9 items), and Instrumentality (6 items). The Permissive scale measured attitude toward general permissiveness, Sexual Practices measured attitudes toward sexual responsibility and the acceptability of sexual behaviors, Communion measured attitudes toward sharing and sexual idealism, and Instrumentality measured attitudes that sex is utilitarian and a body function. The instrument has a 5 point Likert type scale. The results of reliability analysis in two large studies yielded Cronbach's alpha coefficients above .70, except a .69 on Sex Practice. The test-retest correlations coefficients varied from a low of .66 for Instrumentality to a high of .88 for Permissiveness (Hendrick, Hendrick, Slapion-Foote, M. J., & Slapion-Foote, F.H. 1985).

The Sexual Opinion Survey by Fisher, Byrne, White, & Kessey, the Reiss Male and Female Premarital Sexual Permissiveness Scales, and the Revised Mosher Guilt Inventory were used to establish criterion validity for the Sexual Attitudes Scale. Significant correlation coefficients for the scales ranged from low to moderate. Correlation coefficients for Permissiveness and the above instruments were respectively .61, .63, and -.53. The correlation coefficients for Sexual Practices and the criterion instruments were respectively .55, .31, and -.53. The correlation coefficients for Instrumentality and the criterion were the lowest at .15, .26, and

-.25. Only the Mosher Guilt inventory produced a significant correlation coefficient for the communion scale at  $-.29$  (Hendrick and Hendrick, Slapion-Foote & Slapion-Foote, 1985).

Personal Attribute Inventory (PAI). The Personal Attribute Inventory (See Appendix D) developed by Thomas S. Parish was used to measure the independent variable perception of family. The researcher contacted Dr. Tom Parish telephone and gained permission to administer the Personal Attribute Inventory to college students at a Western Kansas university. The inventory consists of 50 positive and 50 negative adjectives from Gough's Adjective Check list. Respondents select exactly 30 of these adjectives which are most descriptive of their families. The score is the number of negative adjectives checked regarding the family. The results of 2 studies of reliability reported the test-retest correlation for the PAI to be  $r = .70$ . This estimate of the reliability of the PAI was found to be actually higher than the test-retest correlations of the Gough Adjective Check List (ACL). All test-retest correlations were found to be significant at the .001 level. Regarding concurrent validity, student responses on the PAI were found to be significantly correlated ( $P < .001$ ) with their responses on both the F subscale ( $r = -.65$ ) and the U subscale ( $r = .77$ ) of the ACL (Parish and Eads, 1977).

Demographic Sheet. In addition to these two instruments, a demographic sheet (See Appendix C) was constructed and administered to the students by the researcher. The demographic sheet was designed by the researcher to collect data for the independent variables. The following information was obtained: gender, birth order, family

structure, and age of first unchaperoned date.

### Design

A status survey factorial design with pre-determined and post hoc groupings was employed. The following independent variables were investigated: gender, family structure, birth order, initiation of dating and perception of family. The dependent variables were the scores from the following subscales of the Sexual Attitude Scale: Permissiveness, Sexual Practices, Communion, and Instrumentality. Six null hypotheses were tested. The following designs were employed with composite null hypotheses one through six respectively:

composite null hypothesis number one, a 2x3x4 factorial design,  
composite null hypothesis number two, a 3x4x3 factorial design,  
composite null hypothesis number three, a 4x3x2 factorial design,  
composite null hypothesis number four, a 2x3x3 factorial design,  
composite null hypothesis number five, a 3x2x3 factorial design,

and

composite null hypothesis number six, a 3x3x4 factorial design.

McMillan and Schumacher (1989) addressed 10 threats to internal validity. The ten threats to internal validity were dealt with in the following ways:

- (1) history--did not pertain because the present study was a status survey;
- (2) selection--the researcher identified classrooms and took everyone present who was willing to participate;
- (3) statistical regression--did not pertain because the subjects were not extreme subjects;

(4) testing--did not pertain because the present study was a status survey;

(5) instrumentation--did not pertain because the present study was a status survey;

(6) mortality--did not pertain because the present study was a status survey;

(7) maturation--did not pertain because the present study was a status survey;

(8) diffusion of treatment--did not pertain to this study because no treatment was administered;

(9) experimental bias--did not pertain because no treatment was administered and instruments were computer scored; and

(10) statistical conclusion--two mathematical assumptions were violated (random sampling and equal numbers in cells). The general linear model was employed to correct for lack of equal numbers in cells and the researcher did not project interpretations beyond the statistical procedures used.

McMillan and Schumacher (1989), addressed 2 threats to external validity. The 2 threats to external validity were dealt with in the following ways:

(1) population external validity--the sample was not random; therefore, the results should be generalized only to groups similar to those in the study;

(2) ecological external validity--no treatment was administered and data were collected under standard accepted procedures.

### Data Collection Procedures

The researcher gained permission from instructors in the following classes: Introduction to Research, Educational Psychology, Math for the Elementary Teacher, College Algebra, Modern Geometry, Marketing Principals, and Bowling at the regional, Mid-Western university to administer the survey instruments. The data were collected in the spring semester of 1992. Subjects were those attending class and willing to participate. An explanation of the project and instructions were presented orally (See Appendix F). The researcher collected the completed instruments and prepared them for scoring by the main frame computer at Fort Hays State University.

### Research Procedures

The following procedures were employed:

1. A search of the literature using the ERIC computer at Forsyth Library at Fort Hays State University;
2. articles were requested through inter-library loan at the researcher's hometown library;
3. background reading on the subjects of sexual attitudes, family structure, gender, birth order, dating age, and the perception of family was completed;
4. instruments were selected and permission secured for their use;
5. research proposal was written;
6. proposal was presented to the committee;
7. data were collected;
8. data were analyzed by the main frame computer at Fort Hays State

University;

9. results were compiled;
10. final report was written and defended; and
11. final editing and rewriting was completed.

#### 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 college students at a regional, Mid-Western Kansas university. The independent variables were gender, family structure, dating age, birth order, and perception of family. The dependent variables were the following subscales of sexual attitudes: Permissiveness, Sexual Practices, Communion and Instrumentality. Six composite null hypotheses were tested. The following designs were employed with composite null hypotheses:

- composite null hypothesis number one, a 2x3x4 factorial design;
- composite null hypothesis number two, a 3x4x3 factorial design;
- composite null hypothesis number three, a 4x3x2 factorial design;
- composite null hypothesis number four, a 2x3x3 factorial design;
- composite null hypothesis number five, a 3x2x3 factorial design;

and

- composite null hypothesis number six, a 3x3x4 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 Sexual Attitudes Scale scores of college students according to gender, family structure and dating age would not be statistically significant. Information pertaining to composite null hypothesis number one was cited in Table 1. The following information was cited in Table 1: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 1: A Comparison of Mean Sexual Attitude Scale Scores of College Students According to Gender, Family Structure, and Dating Age Employing a Three-way Analysis of Variance.

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>PERMISSIVENESS</u>					
<u>Gender (a)</u>					
Female	201	36.4 <sup>a</sup>	10.29	30.46	.0001
Male	182	53.1 <sup>b</sup>	16.68		
<u>Family Structure (B)</u>					
Traditional Fam.	306	43.9	15.96	0.17	.8424
Single/Divorced	39	46.4	16.35		
Other	38	45.7	16.28		
<u>Dating Age (C)</u>					
under 13	26	58.5 <sup>a</sup>	18.94	4.14	.0066
13-14	95	44.3 <sup>b</sup>	15.53		
15-16	217	43.9 <sup>b</sup>	15.38		
17 and older	45	38.6 <sup>b</sup>	14.07		
<u>Interactions</u>					
				0.09	.9182
				0.78	.5032
				1.49	.1802
				0.68	.6682

continued

Table 1 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>SEXUAL PRACTICES</u>					
<u>Gender (A)</u>					
Female	201	28.8	4.69	0.79	.3751
Male	182	27.7	3.81		
<u>Family Structure (B)</u>					
Traditional Fam.	306	28.1	4.52	0.62	.5388
Single/Divorced	39	28.6	3.43		
Other	38	29.1	2.82		
<u>Dating Age (C)</u>					
under 13	26	29.3	3.58	0.54	.6521
13-14	95	28.8	4.89		
15-16	217	28.1	3.77		
17 and older	45	27.4	5.51		
<u>Interactions</u>					
				0.06	.9462
				0.09	.9680
				0.06	.9991
				0.37	.8989

continued

Table 1 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>COMMUNION</u>					
<u>Gender (A)</u>					
Female	201	34.0	6.05	0.15	.6987
Male	182	33.9	5.78		
<u>Family Structure (B)</u>					
Traditional Fam.	306	33.7	5.95	1.69	.1857
Single/Divorced	39	34.3	6.20		
Other	38	35.2	5.25		
<u>Dating Age (C)</u>					
under 13	26	34.7	6.57	0.04	.9882
13-14	95	33.7	5.37		
15-16	217	34.0	5.83		
17 and older	45	33.6	7.16		
<u>Interactions</u>					
				0.00	.9999
				0.65	.5861
				0.22	.9697
				1.10	.3616

continued

Table 1 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>INSTRUMENTALITY</u>					
<u>Gender (A)</u>					
Female	201	15.0	4.89	0.71	.4008
Male	182	16.7	5.07		
<u>Family Structure (B)</u>					
Traditional Fam.	306	16.0	5.19	1.10	.3351
Single/Divorced	39	14.9	4.49		
Other	38	15.3	4.31		
<u>Dating Age (C)</u>					
under 13	26	17.5	5.68	0.98	.4043
13-14	95	15.4	4.52		
15-16	217	15.7	5.12		
17 and older	45	16.4	5.25		
<u>Interactions</u>					
AxB				1.48	.2281
AxC				0.74	.5270
BxC				0.69	.6553
AxBxC				0.57	.7526

\* Larger values depict more of the attitude. The possible points and theoretical means of the components were the following: Permissiveness (21-105, 63); Sexual Practices (7-35, 21); Communion (9-45, 27); and Instrumentality (6-30, 18).

<sup>ab</sup> Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Two of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. One of the two significant main effects was gender for the dependent variable Permissiveness. The information cited in Table 1 indicated the following for main effects: males reported a more liberal attitude towards permissiveness than females. The other significant main effect was dating age for the dependent variable Permissiveness. The information cited in Table 1 indicated the following for main effects: those who started dating before age 13 reported a more liberal attitude toward permissiveness than those who started dating at an older age, and males reported a more liberal than females.

It was hypothesized in composite null hypothesis number two that the differences among mean Sexual Attitudes Scale scores of college students according to family structure, dating age, and birth order would not be statistically significant. Information pertaining to composite null hypothesis number two was cited in Table 2. The following information was cited in Table 2: variables, sample sizes, means, standard deviations,  $F$  values, and  $p$  levels.

Table 2: A Comparison of Mean Sexual Attitude Scale Scores of College Students According to Family Structure, Dating Age, and Birth Order Employing a Three-way Analysis of Variance.

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value	
<u>PERMISSIVENESS</u>						
<u>Family Structure (B)</u>						
Traditional	306	43.9	15.96			
Single/Divorced	39	45.7	16.35	1.17	.3128	
Other	38	46.4	16.28			
<u>Dating Age (C)</u>						
Under 13	26	58.5 <sup>a</sup>	18.94			
13-14	95	44.3 <sup>b</sup>	15.53			
15-16	217	43.9 <sup>b</sup>	15.38	4.48	.0042	
17 and older	45	38.6 <sup>b</sup>	14.07			
<u>Birth Order (D)</u>						
Youngest	137	45.6	15.61			
Middle	112	40.6	15.96	1.85	.1587	
Oldest	134	46.1	16.07			
<u>Interactions</u>						
				BxC	1.35	.2360
				BxD	0.21	.9351
				CxD	0.93	.4701
				BxCxD	0.52	.8573

continued

Table 2 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>SEXUAL PRACTICES</u>					
<u>Family Structure (B)</u>					
Traditional Fam.	306	28.1	4.52		
Single/Divorced	39	28.6	3.43	1.80	.1674
Other	38	29.1	2.82		
<u>Dating Age (C)</u>					
under 13	26	29.3	3.36		
13-14	95	28.8	4.89	0.39	.7588
15-16	217	28.1	3.77		
17 and older	45	27.4	5.51		
<u>Birth Order (D)</u>					
Youngest	137	28.6	3.52		
Middle	112	28.2	4.02	0.63	.5344
Oldest	134	28.0	5.12		
<u>Interactions</u>					
				0.45	.8462
				0.54	.7064
				1.58	.1517
				0.54	.8433

continued

Table 2 (Continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value	
<u>COMMUNION</u>						
<u>Family Structure (B)</u>						
Traditional Fam.	306	33.7	5.95			
Single/Divorced	39	34.3	6.20	1.22	.2975	
Other	38	35.2	5.25			
<u>Dating Age (C)</u>						
under 13	26	34.7	6.57			
13-14	95	33.7	5.37			
15-16	217	34.0	5.83	0.39	.7614	
17 and older	45	33.6	7.16			
<u>Birth Order (D)</u>						
Youngest	137	34.2	5.84			
Middle	112	33.9	5.81	0.03	.9732	
Oldest	134	33.7	6.12			
<u>Interactions</u>						
				BxC	0.52	.7896
				BxD	0.35	.8427
				CxD	1.45	.1947
				BxCxD	0.92	.5078

continued

Table 2 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>INSTRUMENTALITY</u>					
<u>Family Structure (B)</u>					
Traditional Fam.	306	16.0	5.19		
Single/Divorced	39	14.9	4.49	2.74	.0661
Other	38	15.3	4.31		
<u>Dating Age (C)</u>					
under 13	26	17.5	5.68		
13-14	95	15.3	4.52		
15-16	217	15.7	5.12	0.64	.5925
17 and older	45	16.4	5.25		
<u>Birth Order (D)</u>					
Youngest	137	16.1	4.91		
Middle	112	15.5	4.55	0.66	.5168
Oldest	134	15.7	5.57		
<u>Interactions</u>					
				BxC	0.77 .5913
				BxD	0.02 .9995
				CxD	0.98 .4418
				BxCxD	0.50 .8758

\* Larger values depict more of the attitude. The possible points and theoretical means of the components were the following: Permissiveness (21-105, 63); Sexual Practices (7-35, 21); Communion (9-45, 27); and Instrumentality (6-30, 18).

<sup>ab</sup> Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

One of the 28 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The significant main effect was dating age for the dependent variable Permissiveness (recurring, Table 1). The information cited in Table 1 showed no new associations between independent and dependent variables.

It was hypothesized in composite null hypothesis number three that the differences among mean Sexual Attitudes Scale scores of college students according to dating age, birth order, and gender would not be statistically significant. Information pertaining to composite null hypothesis number three was cited in Table 3. The following information was cited in Table 3: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 3: A Comparison of Mean Sexual Attitude Scale Scores of  
of College Students According to Dating Age, Birth Order,  
and Gender Employing a Three-way Analysis of Variance.

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>PERMISSIVENESS</u>					
<u>Dating Age (C)</u>					
under 13	26	58.5 <sup>a</sup>	18.94		
13-14	95	44.3 <sup>b</sup>	15.53	4.48	.0033
15-16	217	43.9 <sup>b</sup>	15.38		
17 and older	45	38.6 <sup>b</sup>	14.07		
<u>Birth Order (D)</u>					
Youngest	137	45.6 <sup>a</sup>	15.61		
Middle	112	40.6 <sup>b</sup>	15.96	3.14	.0443
Oldest	134	46.1 <sup>a</sup>	16.07		
<u>Gender (A)</u>					
Female	201	36.4 <sup>b</sup>	10.09	50.44	.0001
Male	182	53.1 <sup>a</sup>	16.68		
<u>Interactions</u>					
				1.02	.4132
				0.17	.9145
				0.96	.3820
				1.26	.2729

continued

Table 3 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>SEXUAL PRACTICES</u>					
<u>Dating Age (C)</u>					
under 13	26	29.3	3.36		
13-14	95	28.8	4.89	1.84	.1395
15-16	217	28.1	3.77		
17 and older	45	27.4	5.51		
<u>Birth Order (D)</u>					
Youngest	137	28.6	3.55		
Middle	112	28.2	4.02	0.58	.5610
Oldest	134	28.0	5.12		
<u>Gender (A)</u>					
Female	201	28.8	3.81	2.58	.1094
Male	182	27.7	4.69		
<u>Interactions</u>					
				0.45	.8462
				0.54	.7064
				1.58	.1517
				0.54	.8433

continued

Table 3 (Continued)

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>COMMUNION</u>					
<u>Dating Age (C)</u>					
under 13	26	34.7	6.57		
13-14	95	33.7	5.37		
15-16	217	34.0	5.83	0.36	.7784
17 and older	45	33.6	7.16		
<u>Birth Order (D)</u>					
Youngest	137	34.2	5.84		
Middle	112	33.9	5.81	1.99	.1377
Oldest	134	33.7	6.12		
<u>Gender (A)</u>					
Female	201	34.0	6.05		
Male	182	33.9	5.78	0.06	.8061
<u>Interactions</u>					
				1.88	.0838
				0.44	.7251
				0.77	.9347
				1.06	.3876

continued

Table 3 (continued)

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value	
<u>INSTRUMENTALITY</u>						
<u>Dating Age (C)</u>						
under 13	26	17.5	5.68			
13-14	95	15.3	4.52			
15-16	217	15.7	5.12	0.32	.8120	
17 and older	45	16.4	5.25			
<u>Birth Order (D)</u>						
Youngest	137	16.1	4.91			
Middle	112	15.5	4.55	1.21	.2981	
Oldest	134	15.7	5.57			
<u>Gender (A)</u>						
Female	201	15.0 <sup>b</sup>	4.89			
Male	182	16.07 <sup>a</sup>	5.07	6.29	.0126	
<u>Interactions</u>						
				CxD	1.18	.3164
				AxC	0.94	.4231
				AxD	0.13	.8818
				AxCxD	0.57	.7514

\* Larger values depict more of the attitude. The possible points and theoretical means of the components were the following: Permissiveness (21-105, 63); Sexual Practices (7-35, 21); Communion (9-45, 27); and Instrumentality (6-30, 18).

<sup>ab</sup> Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

Four of the 28 p values were statistically significant at the .05 level; therefore the null hypotheses for these comparisons were rejected. The significant main effects were dating age for the dependent variable Permissiveness (recurring, Table 1), birth order for the dependent variable Permissiveness, gender for the dependent variable Permissiveness (recurring, Table 1), and gender for the dependent variable Instrumentality. The information cited in Table 3 indicated the following for main effects: youngest and oldest birth order subjects reported a more liberal attitude towards permissiveness than middle born, and males reported a more liberal attitude towards instrumentality than females.

It was hypothesized in composite null hypothesis number four that the differences among mean Sexual Attitudes Scale scores of college students according to gender, family structure, and birth order would not be statistically significant. Information pertaining to composite null hypothesis number four was cited in Table 4: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 4: A Comparison of Mean Sexual Attitude Scale Scores of College Students According to Gender, Family Structure, and Birth Order Employing a Three-way Analysis of Variance.

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>PERMISSIVENESS</u>					
<u>Gender (A)</u>					
Female	201	36.4 <sup>b</sup>	10.29	60.90	.0001
Male	182	53.1 <sup>a</sup>	16.68		
<u>Family Structure (B)</u>					
Traditional Fam.	307	43.9	15.96	0.60	.5515
Single/Divorced	39	46.4	16.35		
Other	38	45.7	16.28		
<u>Birth Order (D)</u>					
Youngest	138	45.6 <sup>a</sup>	15.61	3.59	.0287
Middle	112	40.6 <sup>b</sup>	15.96		
Oldest	134	46.1 <sup>a</sup>	16.07		
<u>Interactions</u>					
				0.64	.5288
				0.10	.9032
				0.99	.4120
				0.43	.7880

continued

Table 4 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>SEXUAL PRACTICES</u>					
<u>Gender (A)</u>					
Female	201	28.8	3.81	2.31	.1296
Male	182	27.7	4.69		
<u>Family Structure (B)</u>					
Traditional Fam.	307	28.1	4.50	1.47	.2303
Single/Divorced	39	28.6	3.43		
Other	38	29.1	2.82		
<u>Birth Order (D)</u>					
Youngest	138	28.6	3.55	1.07	.3456
Middle	112	28.2	4.02		
Oldest	134	28.0	5.12		
<u>Interactions</u>					
				0.07	.9370
				0.31	.7300
				0.96	.4275
				0.44	.7763

continued

Table 4 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>COMMUNION</u>					
<u>Gender (A)</u>					
Female	201	34.0	6.05	3.31	.0698
Male	182	33.9	5.78		
<u>Family Structure (B)</u>					
Traditional Fam.	307	33.7	5.95	1.29	.2773
Single/Divorced	39	34.3	6.20		
Other	38	35.2	5.25		
<u>Birth Order (D)</u>					
Youngest	138	34.2	5.84	0.02	.9841
Middle	112	33.9	5.81		
Oldest	134	33.7	6.12		
<u>Interactions</u>					
	AxB			2.89	.0566
	AxD			0.76	.4679
	BxD			0.10	.9832
	AxBxD			0.61	.6535

continued

Table 4 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>INSTRUMENTALITY</u>					
<u>Gender (A)</u>					
Female	201	15.0	4.89	1.65	.2001
Male	182	16.7	5.07		
<u>Family Structure (B)</u>					
Traditional Fam.	306	16.0	5.19		
Single/Divorced	39	14.9	4.49	1.41	.2459
Other	38	15.3	4.31		
<u>Birth Order (D)</u>					
Youngest	138	16.2	4.91		
Middle	112	15.5	4.55	1.63	.1973
Oldest	134	15.7	5.57		
<u>Interactions</u>					
				0.59	.5542
				0.39	.6787
				0.64	.6348
				1.65	.1608

\* Larger values depict more of the attitude. The possible points and theoretical means of the components were the following: Permissiveness (21-105, 63); Sexual Practices (7-35, 21); Communion (9-45, 27); and Instrumentality (6-30, 18).

<sup>ab</sup> Difference statistically significant at the .05 level according to Bonferroni (Dunn)  $t$  test for means.

Two of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The significant main effects were gender for the dependent variable Permissiveness (recurring, Table 1) and birth order for the dependent variable Permissiveness (recurring, Table 3). The information cited in Table 4 indicated no new association between independent and dependent variables.

It was hypothesized in composite null hypothesis number five that the differences among mean Sexual Attitudes Scale scores of college students according to perception of family, gender, and family structure would not be statistically significant. Information pertaining to composite null hypothesis number five was cited in Table 5: variables, sample sizes, means, standard deviations, F values, and p levels.

Table 5: A Comparison of Mean Sexual Attitude Scale Scores of College Students According to Perception of Family, Gender, and Family Structure Employing a Three-way Analysis of Variance.

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value	
<u>PERMISSIVENESS</u>						
<u>Perception of Family (E)</u>						
Level 1 (0)	144	42.0 <sup>d</sup>	14.82			
Level 2 (1-4)	141	46.1 <sup>e</sup>	16.43	2.93	.0547	
Level 3 (5-30)	99	45.1	16.81			
<u>Gender (A)</u>						
Female	201	36.4 <sup>b</sup>	10.29			
Male	182	53.0 <sup>a</sup>	16.68	49.68	.0001	
<u>Family Structure (B)</u>						
Traditional Fam.	307	43.9	15.96			
Single/Divorced	39	45.7	16.35	0.60	.5506	
Other	38	46.4	16.28			
<u>Interactions</u>						
				AxE	3.23	.0407
				BxE	0.94	.4421
				AxB	0.26	.7745
				AxBxE	2.52	.0408

continued

Table 5 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>SEXUAL PRACTICES</u>					
<u>Perception of Family (E)</u>					
Level 1 (0)	144	28.0	4.38		
Level 2 (1-4)	141	28.1	4.27	0.33	.7197
Level 3 (5-30)	99	28.9	4.14		
<u>Gender (A)</u>					
Female	201	28.8	3.81		
Male	182	53.1	4.69	0.40	.5256
<u>Family Structure (B)</u>					
Traditional Fam.	307	28.1	4.52		
Single/Divorced	39	28.6	3.43	1.01	.3665
Other	38	29.1	2.82		
<u>Interactions</u>					
				AxE	0.18 .8357
				BxE	0.96 .4310
				AxB	0.08 .9275
				AxBxE	0.98 .4159

continued

Table 5 (continued)

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>COMMUNION</u>					
<u>Perception of Family (E)</u>					
Level 1 (0)	144	33.8	5.92		
Level 2 (1-4)	141	34.0	6.32	0.01	.9906
Level 3 (5-30)	99	34.0	5.34		
<u>Gender (A)</u>					
Female	201	34.0	6.05	2.60	.1074
Male	182	33.9	5.78		
<u>Family Structure (B)</u>					
Traditional Fam.	307	33.7	5.95		
Single/Divorced	39	34.3	6.20	2.13	.1202
Other	38	35.2	5.25		
<u>Interactions</u>					
				0.97	.3814
				0.53	.7151
				1.97	.1404
				0.94	.4392

continued

Table 5 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>INSTRUMENTALITY</u>					
<u>Perception of Family (E)</u>					
Level 1 (0)	144	15.3	5.12		
Level 2 (1-4)	141	16.4	4.83	1.26	.2861
Level 3 (5-30)	99	15.8	5.20		
<u>Gender (A)</u>					
Female	201	15.0	4.89		
Male	183	16.7	5.07	0.55	.4577
<u>Family Structure (B)</u>					
Traditional Fam.	307	16.0	5.19		
Single/Divorced	39	14.9	4.49	1.42	.2429
Other	38	15.3	4.31		
<u>Interactions</u>					
				AxE	1.02 .3620
				BxE	0.83 .5075
				AxB	1.38 .2517
				AxBxC	0.50 .6917

\* Larger values depict more of the attitude. The possible points and theoretical means of the components were the following: Permissiveness (21-105, 63); Sexual Practices (7-35, 21); Communion (9-45, 27); and Instrumentality (6-30, 18).

\*\* 0 equals all positive words for perception of family, 1-4 and 5-30 equal the number of negative words employed in describing family.

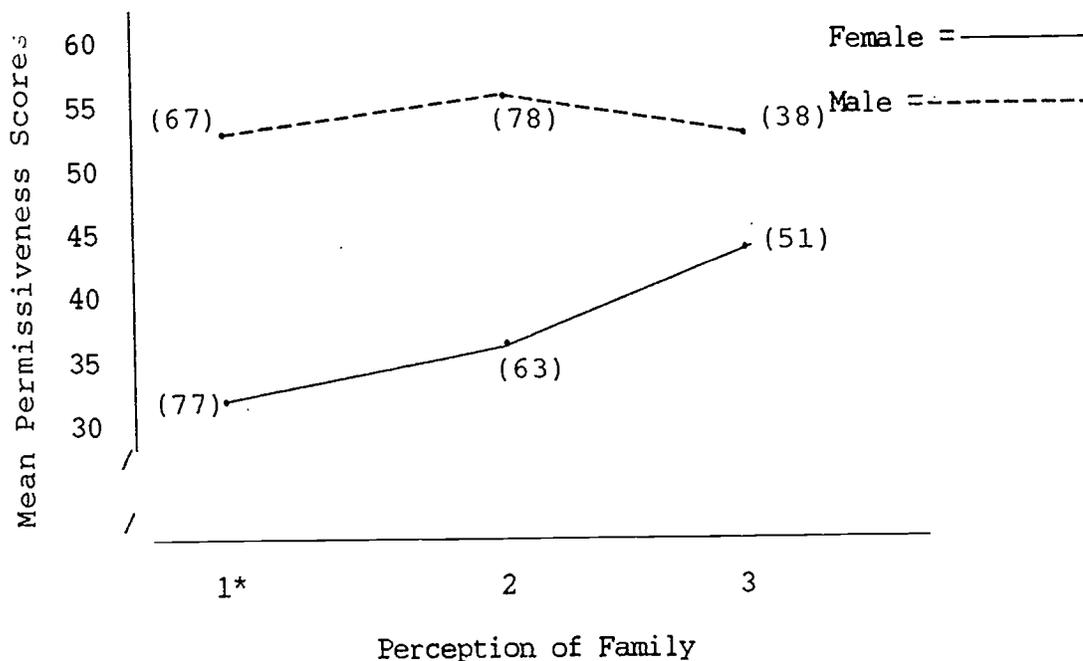
at Difference statistically significant at the .05 level according to Bonferroni (Dunn) t test for means.

de Difference statistically significant at the .05 level according to Duncans multiple range test for means.

Four of the 28 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. Two of the four significant comparisons were for main effects and two were for interactions. The significant main effects were for the independent variables perception of family and gender (recurring, Table 1) for the dependent variable Permissiveness. The information cited in Table 5 indicated subjects who reported 1-4 negative words describing family had a more liberal attitude towards permissiveness than subjects who reported no negative words.

The significant interactions were between gender and perception of family for the dependent variable Permissiveness and among gender, family structure and perception of family for the dependent variable Permissiveness. The interaction between the independent variables gender and perception of family was depicted in a profile plot. Figure 1 contains mean Permissiveness scores and curves for gender.

Figure 1: Interaction Between Gender and Perception of Family for the Dependent Variable Permissiveness.

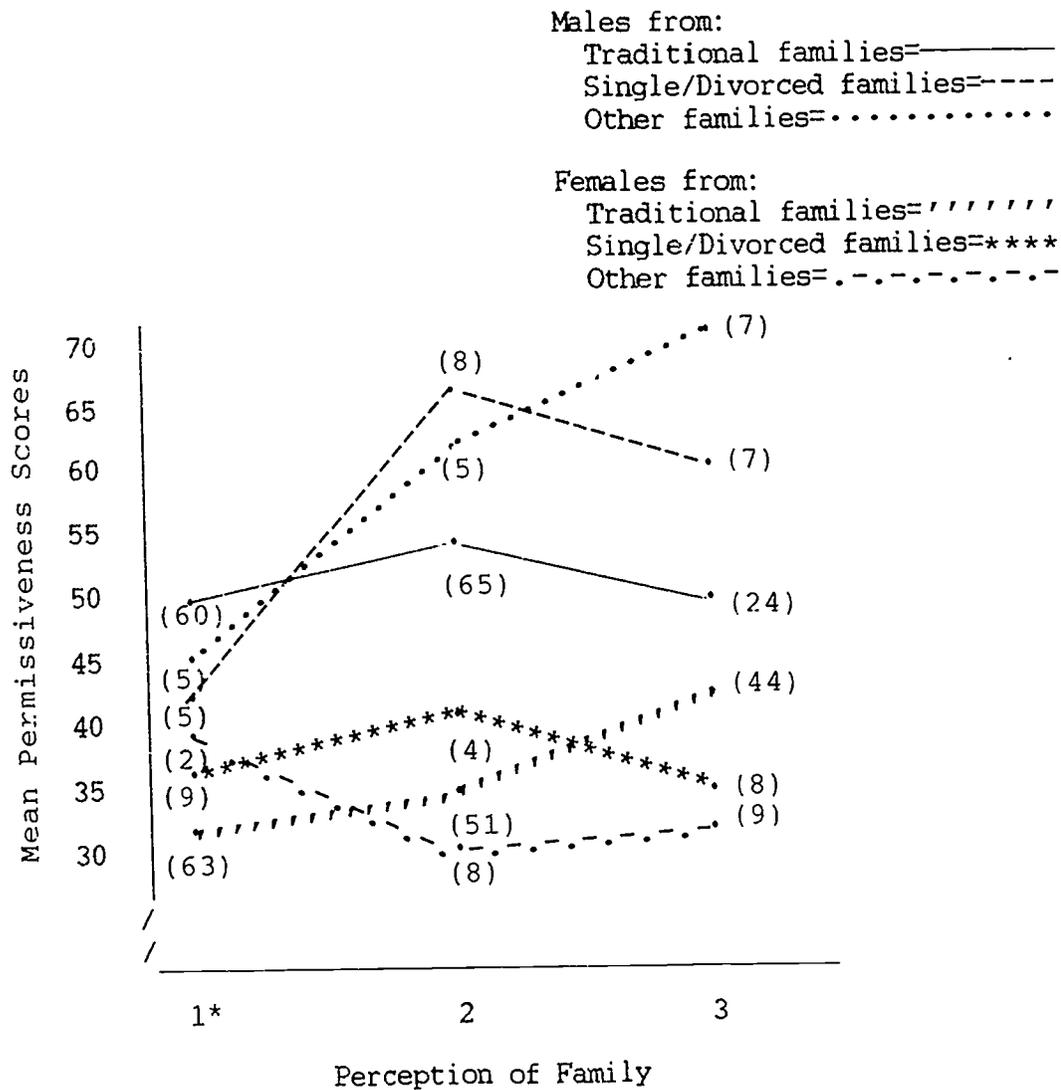


\* 1 = all positive words, 2 = 1-4 negative words reported on family, and 3 = 5-30 negative words reported on family.

The interaction between gender and perception of family for the dependent variable Permissiveness was ordinal. The information cited in Figure 1 indicated the following: that males who perceived their family very positively reported numerically less liberalism to permissiveness than males who perceived their family less positively; and males regardless of how they perceived their family reported a more liberal attitude towards permissiveness than females.

The interaction among gender, family structure, and perception of family for the dependent variable Permissiveness was depicted in a profile plot. Figure 2 contains mean Permissiveness scores and curves for gender and family structure.

Figure 2: The Interaction Between Gender, Family Structure and Perception of Family for the Dependent Variable Permissiveness.



\* 1 = all positive words, 2 = 1-4 negative words reported on family, and 3 = 5-30 negative words reported on family.

The interaction between gender, family structure and perception of family for the dependent variable Permissiveness was disordinal. Information cited in Figure 2 indicated the following: males from other family structures at level 3 in perception of family reported

numerically the most liberal attitudes toward permissiveness of any sub-group; females from other family structures at level 2 in perception of family reported numerically the most conservative attitude toward permissiveness of any sub-group; males from single parent/divorced families who rated their perception of family level 1 had numerically a more conservative attitude toward permissiveness where as those who rated their perception of family at level 2 or 3 had numerically the highest liberal attitudes toward permissiveness except males from other family structures who rated their family level 3; females from other family structures who rated their perception of family at levels 2 or 3 had numerically the most conservative attitude toward permissiveness of any sub-group.

It was hypothesized in composite null hypothesis number six that differences among mean Sexual Attitude Scale scores of college students according to perception of family, family structure, and dating age would not be statistically significant. Information pertaining to composite null hypothesis number six was cited in Table 6: variables, sample sizes, means, standard deviations, F values and p levels.

Table 6: A Comparison of Mean Sexual Attitude Scale Scores of College Students According to Perception of Family, Family Structure, and Dating Age Employing a Three-way Analysis of Variance

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>PERMISSIVENESS</u>					
<u>Perception of Family (E)</u>					
Level 1 (0)	144	42.0 <sup>d</sup>	14.82		
Level 2 (1-4)	141	46.1 <sup>e</sup>	16.43	1.53	.2171
Level 3 (5-30)	99	45.1	16.81		
<u>Family Structure (B)</u>					
Traditional Fam.	306	43.9	15.96		
Single/Divorced	39	45.7	16.35	0.04	.9579
Other	38	46.4	16.28		
<u>Dating Age (C)</u>					
under 13	26	58.5 <sup>a</sup>	18.94		
13-14	95	44.3 <sup>b</sup>	15.53		
15-16	217	43.9 <sup>b</sup>	15.38	3.96	.0085
17 and older	45	38.6 <sup>b</sup>	14.07		
<u>Interactions</u>					
				1.45	.2157
				0.92	.4803
				0.99	.4339
				1.10	.3618

continued

Table 6 (continued)

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>SEXUAL PRACTICES</u>					
<u>Perception of Family (E)</u>					
Level 1 (0)	144	28.0	4.38		
Level 2 (1-4)	141	28.1	4.27	0.47	.6260
Level 3 (5-30)	99	28.9	4.41		
<u>Family Structure (B)</u>					
Traditional Fam.	306	28.1	4.52		
Single/Divorced	39	28.6	3.43	0.75	.4717
Other	38	29.1	2.82		
<u>Dating Age (C)</u>					
under 13	26	29.3	3.36		
13-14	95	28.8	4.89		
15-16	217	28.1	3.77	0.99	.3998
17 and older	45	27.4	5.51		
<u>Interactions</u>					
				0.99	.4133
				0.89	.5049
				0.23	.9675
				0.45	.8920

continued

Table 6 (continued)

Variable	<u>n</u>	<u>M*</u>	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>COMMUNION</u>					
<u>Perception of Family (E)</u>					
Level 1 (0)	144	33.8	5.92		
Level 2 (1-4)	141	34.0	6.32	0.32	.7242
Level 3 (5-30)	99	34.0	5.34		
<u>Family Structure (B)</u>					
Traditional Fam.	306	33.7	5.95		
Single/Divorced	39	34.3	6.20	0.82	.4399
Other	38	35.2	5.25		
<u>Dating Age (C)</u>					
under 13	26	34.7	6.57		
13-14	95	33.7	5.37		
15-16	217	34.0	5.83	0.05	.9846
17 and older	45	33.6	7.16		
<u>Interactions</u>					
				ExB	0.10 .9839
				ExC	1.30 .2545
				BxC	0.23 .9660
				ExBxC	0.68 .7084

continued

Table 6 (continued)

Variable	<u>n</u>	<u>M</u> *	<u>S</u>	<u>F</u> value	<u>p</u> value
<u>INSTRUMENTALITY</u>					
<u>Perception of Family (E)</u>					
Level 1 (0)	144	15.3	5.12		
Level 2 (1-4)	141	16.4	4.83	1.36	.2590
Level 3 (5-30)	99	15.8	5.20		
<u>Family Structure (B)</u>					
Traditional Fam.	306	16.0	5.19		
Single/Divorced	39	14.9	4.49	1.20	.3034
Other	38	15.3	4.31		
<u>Dating Age (C)</u>					
under 13	26	17.5	5.68		
13-14	95	15.3	4.52		
15-16	217	15.7	5.12	0.33	.8061
17 and older	45	16.4	5.25		
<u>Interactions</u>					
				1.51	.1982
				0.70	.6543
				1.04	.3971
				0.62	.7585

continued

One of the 28 p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The significant main effect was dating age for the dependent variable Permissiveness (recurring, Table 1). The information cited in Table 6 indicated no new associations between independent and dependent variables.

## Discussion

### Summary

The purpose of the researcher was to investigate the sexual attitudes of college students at a Western Kansas university. The sample consisted of 201 females and 183 males, including 122 freshmen, 72 sophomores, 77 juniors, and 113 seniors, a total of 384 students. The independent variables were gender, dating age, family structure, birth order, and perception of family. The dependent variables were the sub-scale scores of the Sexual Attitudes Scale: Permissiveness, Sexual Practices, Communion, and Instrumentality.

Six composite null hypotheses were tested at the .05 level of significance. Each of the composite null hypotheses were tested employing a three-way Analysis of Variance. A total of 80 comparisons (plus 88 recurring comparisons) were made. Twenty of the 80 comparisons were for main effects, 60 for interactions. Of the 20 main effects five were statistically significant at the .05 level. The five significant main effects were the following:

- 1) gender and the dependent variable Permissiveness,
- 2) dating age and the dependent variable Permissiveness,
- 3) birth order and the dependent variable Permissiveness,
- 4) gender and the dependent variable Instrumentality, and
- 5) perception of family and the dependent variable Permissiveness.

The results pertaining to main effects indicated the following:

- 1) males reported more liberal attitudes toward Permissiveness than females;

2) those who started dating before age 13 reported a more liberal attitude toward Permissiveness than middle born;

3) youngest and oldest birth order subjects reported a more liberal attitude towards Permissiveness than middle born;

4) males reported a more liberal attitude toward Instrumentality than females; and

5) subjects who reported 1-4 negative words describing family had a more liberal attitude towards Permissiveness than subjects who reported no negative words.

Of the 60 interactions two were statistically significant at the .05 level:

1) gender and the perception of family for the dependent variable Permissiveness, and

2) among gender, family structure, and the perception of family for the dependent variable Permissiveness.

#### Results and Related Literature

Hopkins (1977), Story (1982), Gross (1978), Miller & Simon (1980), Dawson (1986), Marsiglio & Mott (1986), Sonenstein, Pleck & Ku (1989), and Forrest & Singh (1990) reported males to be more permissive than females. The results of the present study supported their findings.

Reiss (1967), Schachter (1964), and Rogers (1983) reported older siblings to be more conservative in attitude than younger siblings. The results of the present study did not support their findings as oldest and youngest birth order subjects reported a more liberal attitude toward permissiveness than middle born.

Thornton (1990) reported the younger the adolescents were when they

started dating the more permissive the attitude. The results of the present study supported his finding. Those who started dating before age 13 had a more liberal attitude toward permissiveness than those who started dating at an older age.

#### Generalizations

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

- 1) males have a more permissive attitude toward sex than females,
- 2) those who started dating before age 13 have a more permissive attitude toward sex than those who started dating at an older age,
- 3) youngest and oldest birth order subjects have a more permissive attitude toward sex than middle born,
- 4) males were more instrumental than females,
- 5) subjects who reported 1-4 negative words describing family had a more permissive attitude toward sex than those who reported no negative words,
- 6) an interaction between gender and the perception of family for Permissiveness, and
- 7) an interaction among gender, family structure, and the perception of family for the dependent variable Permissiveness.

#### Recommendations

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

- 1) the study should be replicated with a larger random sample of college students,
- 2) the study should be replicated with students in various

geographic areas, and

3) the study should be replicated using self concept as an independent variable.

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Appendix A  
Letter Requesting Permission to Use  
the Sexual Attitudes Scale

514 W. 17th  
Hays, KS 67601  
November 10, 1991

Susan S. Hendrick  
Texas Tech University  
Department of Psychology  
Lubbock, Texas 79409-2051

Dear Ms. Hendrick:

My name is Marianna Medina and I am working toward a MS in elementary 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 college students and I hope so survey 400 to 500 students as I gather data.

I am requesting permission to use your survey of sexual attitudes 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: gender, family structure, birth order, dating age and perception of family.

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,

*Marianna K. Medina*

Marianna K. Medina

Appendix B  
Letter from Susan Hendrick  
Responding to Letter of Request



TEXAS TECH UNIVERSITY

67

Department of Psychology

Lubbock, TX 79409-2051  
(806) 742-3737

October 28, 1991

Marianna Medina  
514 W. 17th  
Hays, KS 67601

Dear Ms. Medina:

You certainly have our permission to use our Sexual Attitudes Scale in your research. I have enclosed a copy of the scale and the scoring key. Good luck in your work.

Sincerely,

A handwritten signature in cursive script that reads "Susan S. Hendrick".

Susan S. Hendrick, Ph.D.  
Associate Professor

Appendix C  
Demographic Sheet

## DEMOGRAPHIC SHEET

SEX: Male \_\_\_\_\_ Female \_\_\_\_\_

CLASSIFICATION: Freshmen \_\_\_\_\_ Sophomore \_\_\_\_\_  
Junior \_\_\_\_\_ Senior \_\_\_\_\_AGE: under 18 \_\_\_\_\_ 18-20 \_\_\_\_\_ 21-22 \_\_\_\_\_  
23-29 \_\_\_\_\_ 30-40 \_\_\_\_\_ over 40 \_\_\_\_\_FAMILY STRUCTURE: Please indicate the type of family you lived with  
most until the age of 18.

Traditional intact family \_\_\_\_\_

Single parent (never married) \_\_\_\_\_

Single parent (divorced) \_\_\_\_\_

Mother and step-father \_\_\_\_\_

Father and step-mother \_\_\_\_\_

Other (please specify) \_\_\_\_\_  
-foster parent, grandparent, etc.

Number of children in your family \_\_\_\_\_

Your rank in the sibling order starting with 1 as the oldest \_\_\_\_\_

Of this, how many are males \_\_\_\_\_

Age of first unchaperoned date: under 13 \_\_\_\_\_ 13-14 \_\_\_\_\_

15-16 \_\_\_\_\_ 17-18 \_\_\_\_\_

19 and older \_\_\_\_\_



Appendix D  
Personal Attribute Inventory

Read through this list and select exactly 30 words which seem to be typical of your family. Indicate your selection by placing an X in the appropriate space next to each word.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> active         | <input type="checkbox"/> irresponsible | <input type="checkbox"/> natural         |
| <input type="checkbox"/> affectionate   | <input type="checkbox"/> irritable     | <input type="checkbox"/> obnoxious       |
| <input type="checkbox"/> alert          | <input type="checkbox"/> jolly         | <input type="checkbox"/> organized       |
| <input type="checkbox"/> appreciative   | <input type="checkbox"/> kind          | <input type="checkbox"/> original        |
| <input type="checkbox"/> awkward        | <input type="checkbox"/> mannerly      | <input type="checkbox"/> patient         |
| <input type="checkbox"/> bitter         | <input type="checkbox"/> masculine     | <input type="checkbox"/> pleasant        |
| <input type="checkbox"/> calm           | <input type="checkbox"/> nagging       | <input type="checkbox"/> poised          |
| <input type="checkbox"/> careless       | <input type="checkbox"/> unkind        | <input type="checkbox"/> prejudiced      |
| <input type="checkbox"/> cheerful       | <input type="checkbox"/> warm          | <input type="checkbox"/> progressive     |
| <input type="checkbox"/> clear-thinking | <input type="checkbox"/> weak          | <input type="checkbox"/> quarrelsome     |
| <input type="checkbox"/> complaining    | <input type="checkbox"/> whiny         | <input type="checkbox"/> queer           |
| <input type="checkbox"/> conceited      | <input type="checkbox"/> unintelligent | <input type="checkbox"/> quitting        |
| <input type="checkbox"/> confident      | <input type="checkbox"/> unfriendly    | <input type="checkbox"/> rational        |
| <input type="checkbox"/> confused       | <input type="checkbox"/> understanding | <input type="checkbox"/> rattlebrained   |
| <input type="checkbox"/> conscientious  | <input type="checkbox"/> rude          | <input type="checkbox"/> relaxed         |
| <input type="checkbox"/> cooperative    | <input type="checkbox"/> deceitful     | <input type="checkbox"/> resentful       |
| <input type="checkbox"/> cowardly       | <input type="checkbox"/> initiative    | <input type="checkbox"/> resourceful     |
| <input type="checkbox"/> cruel          | <input type="checkbox"/> intolerant    | <input type="checkbox"/> self-centered   |
| <input type="checkbox"/> dependable     | <input type="checkbox"/> inventive     | <input type="checkbox"/> self-confident  |
| <input type="checkbox"/> despondent     | <input type="checkbox"/> touchy        | <input type="checkbox"/> self-controlled |
| <input type="checkbox"/> determined     | <input type="checkbox"/> trusting      | <input type="checkbox"/> self-pitying    |
| <input type="checkbox"/> energetic      | <input type="checkbox"/> undependable  | <input type="checkbox"/> selfish         |
| <input type="checkbox"/> fairminded     |  | <input type="checkbox"/> shallow         |
| <input type="checkbox"/> fickle         |  | <input type="checkbox"/> shiftless       |
| <input type="checkbox"/> foolish        |  | <input type="checkbox"/> showoff         |
| <input type="checkbox"/> foresighted    |  | <input type="checkbox"/> sincere         |
| <input type="checkbox"/> forgetful      |  | <input type="checkbox"/> slipshod        |
| <input type="checkbox"/> gloomy         |  | <input type="checkbox"/> snobbish        |
| <input type="checkbox"/> good-natured   |  | <input type="checkbox"/> spineless       |
| <input type="checkbox"/> greedy         |  | <input type="checkbox"/> stable          |
| <input type="checkbox"/> handsome       |  | <input type="checkbox"/> steady          |
| <input type="checkbox"/> hasty          |  | <input type="checkbox"/> stingy          |
| <input type="checkbox"/> healthy        |  | <input type="checkbox"/> strong          |
| <input type="checkbox"/> helpful        |  | <input type="checkbox"/> sulky           |
| <input type="checkbox"/> hostile        |  | <input type="checkbox"/> sympathetic     |
| <input type="checkbox"/> humorous       |  | <input type="checkbox"/> tactful         |
| <input type="checkbox"/> imaginative    |  | <input type="checkbox"/> tactless        |
| <input type="checkbox"/> impatient      |  | <input type="checkbox"/> thankless       |
| <input type="checkbox"/> industrious    |  | <input type="checkbox"/> tolerant        |

Appendix E  
Sexual Attitudes Scale

## SEXUAL ATTITUDES SCALE

by Susan S. Hendrick and Clyde Hendrick

This questionnaire is designed to measure your sexual attitudes. It is not a test, so there are no right or wrong answers. Answer each item by circling the number that is most appropriate. The numbers are as follows:

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

- |   |           |
|---|-----------|
| 1. I do not need to be committed to a person to have sex with him/her.                      | 1 2 3 4 5 |
| 2. Casual sex is acceptable.  | 1 2 3 4 5 |
| 3. I would like to have sex with many partners.   | 1 2 3 4 5 |
| 4. One-night stands are sometimes very enjoyable.   | 1 2 3 4 5 |
| 5. It is okay to have ongoing sexual relationships with more than one person at a time.     | 1 2 3 4 5 |
| 6. It is okay to manipulate someone into having sex as long as no future promises are made. | 1 2 3 4 5 |
| 7. Sex as a simple exchange of favors is okay if both people agree to it.                   | 1 2 3 4 5 |
| 8. The best sex is with no strings attached.  | 1 2 3 4 5 |
| 9. Life would have fewer problems if people could have sex more freely.                     | 1 2 3 4 5 |
| 10. It is possible to enjoy sex with a person and not like that person very much.           | 1 2 3 4 5 |
| 11. Sex is more fun with someone you don't love.  | 1 2 3 4 5 |
| 12. It is all right to pressure someone into having sex.                                    | 1 2 3 4 5 |

- |  |           |
|--|-----------|
| 13. Extensive premarital sexual experience is fine.  | 1 2 3 4 5 |
| 14. Extramarital affairs are all right as long as one's partner doesn't know about them.         | 1 2 3 4 5 |
| 15. Sex for its own sake is perfectly all right.   | 1 2 3 4 5 |
| 16. I would feel comfortable having intercourse with my partner in the presence of other people. | 1 2 3 4 5 |
| 17. Prostitution is acceptable.  | 1 2 3 4 5 |
| 18. It is okay for sex to be just good physical release.   | 1 2 3 4 5 |
| 19. Sex without love is meaningless.   | 1 2 3 4 5 |
| 20. People should at least be friends before they have sex together.                             | 1 2 3 4 5 |
| 21. In order for sex to be good, it must also be meaningful.                                     | 1 2 3 4 5 |
| 22. Birth control is part of responsible sexuality.  | 1 2 3 4 5 |
| 23. A woman should share responsibility for birth control.                                       | 1 2 3 4 5 |
| 24. A man should share responsibility for birth control.   | 1 2 3 4 5 |
| 25. Sex education is important for young people.   | 1 2 3 4 5 |
| 26. Using "sex toys" during lovemaking is acceptable.  | 1 2 3 4 5 |
| 27. Masturbation is all right.   | 1 2 3 4 5 |
| 28. Masturbating one's partner during lovemaking is acceptable.                                  | 1 2 3 4 5 |
| 29. Sex gets better as the relationship progresses.  | 1 2 3 4 5 |
| 30. Sex is the closest form of communication between two people.                                 | 1 2 3 4 5 |

31. A sexual encounter between two people deeply in love is the ultimate human interaction. 1 2 3 4 5
32. Orgasm is the greatest experience in the world. 1 2 3 4 5
33. At its best, sex seems to be the merging of two souls. 1 2 3 4 5
34. Sex is a very important part of life. 1 2 3 4 5
35. Sex is usually an intensive, almost overwhelming experience. 1 2 3 4 5
36. During sexual intercourse, intense awareness of the partner is the best frame of mind. 1 2 3 4 5
37. Sex is fundamentally good. 1 2 3 4 5
38. Sex is best when you let yourself go and focus on your own pleasure. 1 2 3 4 5
39. Sex is primarily the taking of pleasure from another person. 1 2 3 4 5
40. The main purpose of sex is to enjoy oneself. 1 2 3 4 5
41. Sex is primarily physical. 1 2 3 4 5
42. Sex is primarily a bodily function, like eating. 1 2 3 4 5
43. Sex is mostly a game between males and females. 1 2 3 4 5

Appendix F  
Instructions

I am Marianna Medina and I would appreciate your participation as I collect data for my thesis to complete my Master's Degree in Counseling. My thesis will address college students attitudes towards sexuality. Your individual responses will be kept confidential as I am only interested in group responses. You do have the option not to participate. If you choose not to participate or have already participated in my survey in another class, you may be excused at this time ( or if at the beginning of class -- you may refuse the survey instruments.) You have a total of three instruments to complete. (Complete all items). Calling attention to the Personal Attribute Inventory let me stress the importance of selecting exactly 30 descriptive words, no more, no less, or the instrument will be of no use in this survey. In the sexual attitude survey it is very important that you respond to each item and that you circle only one response per item.

Let me say thank you to each of you for being willing to participate. Please hand the completed questionnaires to me as you complete them.