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STUDENTS IN LAW, MEDICINE, THE MINISTRY AND  
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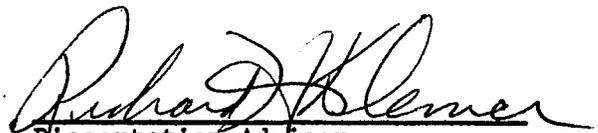
by

Ghazi Farah Sakran

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APPROVAL PAGE

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The purpose of the present investigation was to determine and compare differences in marriage and family perceptions and attitudes among professional students in law, medicine, the ministry, and social work and between beginning and finishing students in each professional group. The areas explored covered (1) Traditional family ideology, which included parent-child relationships, husband-wife roles, male-female identification, and general values and aims, (2) Attitude toward divorce, and (3) Premarital sexual permissiveness — male and female standards.

The sample consisted of 250 first year and 195 last year students, making a total of 445 students enrolled in professional schools of law, medicine, the ministry, and social work. The institutions selected constituted a large state university, a private Southern Baptist university, and a Southern Baptist seminary, all located in North Carolina.

The following measuring instruments were administered to the subjects in group situations: Levinson and Huffman's Traditional Family Ideology Scale, the Hardy Divorce Opinionnaire, and Reiss' Premarital Sexual Permissiveness Scales.

In an attempt to delineate significant background and attitudinal characteristics of the respondents, certain biographical data was obtained. The major aspects of the statistical study, which were performed for all scores obtained by each of the scales, comprised a two-factor analysis of variance design and a check for variability by means of F-ratios and by using a non-parametric, matched-pair t test. In addition, age and

social class correlations were implemented, and t tests exploring race, marital status, and sex completed the study.

The findings disclosed that: (1) social work subjects were least traditional in their responses on the traditional family ideology scale while the seminarians were most traditional; (2) social work subjects were most favorable in their attitudes toward divorce, while the seminarians were least favorable; (3) law subjects were most permissive in their attitudes toward premarital sexual permissiveness while the seminarians were least permissive; (4) with the exception of the medical students, the last year student groups showed a more favorable attitude toward divorce than the first year groups; (5) the only difference between first and last year students on traditional family ideology was that of the medical students, with the last year group being more traditional in family attitudes; (6) a difference existed between the first and last year groups of law and the ministry on divorce attitudes, with the last year students being more favorable in their attitudes toward divorce.

The overall conclusion of the investigation was that marriage and family perceptions and values differed more among the professional groups than between beginning and finishing students in each professional group. Also, the social work student groups, who projected marginal difference in being most equalitarian in family ideology and most favorable of divorce, blended more uniformly with the other groups and fell somewhere in the middle in their attitudes toward premarital sexual permissiveness.

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## CHAPTER I

### INTRODUCTION

There is a popular notion that students about to enter a certain profession possess some common qualities and attributes that distinguish them from other student groups. Anne Roe (1964) carries this belief further when she asserts that "there is considerable evidence that persons in the same occupational groups manifest congruent interests, which are often different from the major interests of persons in other occupational groups (1964, p. 3)."

Does it follow then that the professionals whose services deal with the subject of marriage and the family, regardless of the discipline from which they have come, have clearly defined sets of attitudes and values toward marriage and family roles? If this be true, then how clearly defined and how similar are marriage and family perceptions and attitudes of students in such varied professional schools as law, medicine, ministry, and social work? An additional question can be raised concerning the impact of the educational process on these four groups. Do last year students of each of these groups differ from their first year counterparts in attitudes toward marriage and family life, and if so, in what manner?

One relevant area of exploration would seem to relate to the nature of the student's own relationship with his parents during childhood as these may have contributed to the student's present

family ideology. The literature is replete with statements highlighting the significance of early parental influences on one's adult values (Whiting & Child, 1953, p. 125; Hill & Aldous, 1969, p. 942; Ausubel, 1957, pp. 292, 383; Burgess, Locke, & Thomes, 1963, p. 165). For example, Rainwater, Coleman & Handel (1959) point out that "in this interaction that goes on through the first few years of life, the child forms fundamental conceptions... and these become the groundwork on which are built more general definitions (1959, p. 180)." In view of these early experiences existing between the student and his parents, a third question may yet be raised as to whether or not there exist certain similarities in family ideology and value perceptions within each of these student groups, and if so, are these similarities as clearly pronounced among first year students of each of the professions as among their last year counterparts?

Another equally relevant area of consideration in these times of changing values (Burgess et al., 1963, pp. 358-359; Johnson, 1964, pp. 149-156; Rettig, 1959, pp. 856-863; Ramsey, 1956, pp. 605-609) and social change (Nye, 1967, pp. 241-248; Vincent, 1966, pp. 29-36; Christensen & Gregg, 1970, pp. 616-627; Gagnon, 1970, pp. 100-117) would seem to be the degree to which these student values range along the traditional (restrictive) — liberal (permissive) ideology continuum.

#### Research Needed

A number of studies have dealt with marriage and family perceptions, expectations and attitudes of the college student in

general (Feldman & Newcomb, 1969; Arkoff, 1964; Dennison, 1940; Fay, 1940; Lehman, 1962; Rettig, 1959; Stoudt, 1952; Eshleman & Hunt, 1967). Other such studies were also found to apply specifically to professionals in a number of fields, including law, medicine, ministry, and social work. No studies, however, were found comparing marriage and family values among the four professional student groups under consideration, although research has been done about students in these professions singly. Some of the specific topics which have been studied are: Prediction of scholastic success (Lunnegorg, 1966, 1967); personality profiles (Solhoff & Markowitz, 1967); attitudes and values (Lamott, 1968; Proctor, 1961; Thornburg, 1968); and relations of background characteristics (Lunnegorg & Lunneborg, 1966). These studies have dealt primarily with characteristics of separate professional student groups, and have been limited to descriptive reports of student characteristics among single professions.

For law students, Audrulis (1968) attempted to associate scholastic success with the father's occupational level, while Miller (1967) studied personality differences and the student's survival in law schools. First year law students received Meile's (1962) attention as he set out to explore selected factors which relate to their adjustment and performance.

Grinols and Burtlett (1969) conducted a study on medical students by means of clinical interviews. Their study was concerned with personal and familial differences between early and late deciders

regarding career choice. Drok1 & Safar (1966) studied student achievement as it related to factors functioning during the student's phase of school attendance. Yufit, Pollock, and Wasserman (1969) investigated specialty choices as reflected in certain personality characteristics. Chodorkoff (1966) did research on the relationship of personal attitudes of medical students toward alcoholics, and the effects of multidisciplinary home-care teaching on the attitudes of first year students was given attention by Lewis (1966). Eron (1955) studied the effects of medical education on first and last year medical students' attitudes with regard to the incidence of anxiety, cynicism, and humanitarianism.

The effects of one's value orientations have been dealt with extensively. Girling (1968) examined the differences in the value orientations of a representative group of theological students. Whitlock (1963), on the other hand, studied role and self-concepts in the choice of the ministry as a vocation. The relationship between religious commitment and attitudes toward premarital sexual permissiveness was investigated by Cardwell (1969) through five dimensional analyses. Sutter (1961) conducted a comparative study of the interests and personality patterns of seminary students. Mason (1966) compared relationships between counselor trainees and seminarians in their perceptions of human nature and tendencies toward authoritarianism.

Again, the topic of values received attention from Varley (1968) as she set out to assess changes in value commitments of social work

students from admission to graduation. Bernard (1967) looked more closely into this area through her research into the impact of first year social work education on student value positions. Probing the student's background, Edwards (1967), conducted a study on family characteristics and personality profiles of graduate social work students.

Various general studies have attempted to investigate the stress and strain of professional education (Hughes, 1959). Hodge (1965) did a study of the emerging trends in occupational prestige, and Quarantelli, Helfrich, and Yutsy (1964) wrote on student's self-image versus his professional image.

In her writings on occupations and interests, Roe (1956) has focused on the relationships existing between vocational choices and personality characteristics. Her attempts at showing a relationship between certain parental attitudes and choices did not meet with much success according to Brunkhan (1964). Roe laments the fact that "the greater part of an adult's life is devoted to his occupation, and yet normative psychological theory...has ignored the implication of occupational choice and satisfaction (1956, p. vi)."

#### Clarification of Terms Used

The professional student is defined as a person who is enrolled in a specific post-baccalaureate program of study devoting a significant amount of time and energy in pursuit of a professional specialty at a recognized learning institution.

A law school is a specialized teaching facility generally requiring the equivalent of three years of post-baccalaureate classroom and some applied learning. It is approved by its national professional parent organization and accredited to meet national standards.

A medical school is a specialized teaching facility generally requiring the equivalent of four years of post-baccalaureate classroom and applied learning. It is approved by its national professional parent organization and accredited to meet national standards.

A seminary is a specialized teaching facility generally requiring the equivalent of three years of post-baccalaureate classroom and some applied learning. It is approved by the denomination it represents and accredited to meet national standards.

A social work school is a specialized teaching facility generally requiring the equivalent of two years of post-baccalaureate classroom and applied learning. It is approved by its national professional parent organization and accredited to meet national standards.

A first year student is one who is in the beginning year of study for his specialty.

A last year student is one who is in the final year of study for his specialty. For medical students, the final year is the fourth, for law and ministry the final year is the third, and for social work the final year is the second.

The terms traditional family ideology, autocratic (authoritarian) characteristics, and democratic (equalitarian) characteristics will be defined on the basis of Levinson and Huffman's (1955) work as follows: Traditional family ideology represents the multidimensional ways of thinking and orientation regarding family structure and functioning in the areas of parent-child relationships, husband-wife roles, general male-female relationships and concepts of masculinity and femininity, and general values and aims. Autocratic (authoritarian) characteristics emphasize hierarchy in family interactions strict discipline in child-rearing, and sharp dichotomization of sex roles. For example, the husband assumes an undisputed leadership and dominant position in his family. Democratic (equalitarian) characteristics represent patterns of shared responsibility, interdependency, and autonomy in decision-making processes. For example, housework is the responsibility of whoever has time, or both to do it together. Neither spouse assumes a dominant role. Operationally defined, traditional family ideology refers to the respondent's score on the Levinson and Huffman Traditional Family Ideology Scale which will be used in this study (see Appendix B).

The term attitude toward divorce is used to include opinions and feelings which one has with respect to the nature of the marriage contract, divorce as a solution to unhappy marriages, the effects of divorce upon children and society, the degree of abuse of divorce, and the obligation partners should feel to remain married (Shaw and Wright, 1967, p. 106). Operationally defined, attitude toward divorce

refers to the respondent's score on the Hardy Divorce Opinionnaire (see Appendix B).

The term premarital sexual permissiveness as used by Reiss, seeks to clarify factors of permissiveness and equalitarianism which were felt to be crucial in arriving at the extent to which people are permitted to act sexually and the similarity of these limits for men and women. These dimensions are structured in accord with the American culture in order to measure American sexual standards. A distinctive feature in this definition is the emphasis on the varying degrees of affection that characterize sexual relationships. For the purpose of this study, four states of graduated affection-related characteristics were represented by the terms no affection, strong affection, in love, and engaged. Operationally defined, premarital sexual permissiveness refers to the respondent's score on the Reiss Premarital Sexual Permissiveness Scales (see Appendix B).

#### Purpose of the Study

The present study has been designed to determine what difference, if any, exists between professional students in the schools of law, medicine, ministry, and social work with respect to their beliefs and attitudes about marriage and family living. An effort will also be made to identify any existing differences between first and last year students in each of these four professions. The following factors have been delineated for consideration:

1. Traditional family ideology relative to parent-child relationships, husband-wife roles, male-female identification,

and general values and aims

2. Attitude toward divorce
3. Attitude toward premarital sexual permissiveness

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

Research comparing the marriage and family life perceptions and attitudes of professional students in schools of law, medicine, ministry, and social work is non-existent. However, there is some literature and several studies dealing with these professions individually which relate to this problem area and provide theoretical background for the present study.

This review will include literature relative to college and professional student (1) family ideology, (2) attitudes toward divorce, and (3) attitudes toward premarital sexual permissiveness.

#### Family Ideology

Levinson and Huffman (1955) developed a traditional family ideology scale which is concerned with current ways of thinking, or ideological orientation, regarding the middle class family structure and functioning. These ideological orientations are placed along an autocratic-democratic continuum. They saw the autocratic extreme as being represented by various forms of traditional family ideology, involving hierarchical conception of familial relationships, emphasis on discipline in child-rearing, and sharp dichotomization of sex roles. The democratic orientations, on the other hand, tend to decentralize authority within the family, to seek greater equality in husband-wife

and parent-child relationships, and to maximize individual self-determination. They hypothesized that: "(1) individuals are relatively consistent in their tendency to take a democratic or an autocratic stand on the diverse issues of family life, (2) that individuals are relatively consistent in their tendency to take a democratic or an autocratic stand in various ideological spheres, and (3) that the democratic-autocratic continuum of family ideology is associated with the equalitarian-authoritarian continuum of personality (1955, p. 252)." The scale items were set up to deal with the following concepts of the family system: (1) parent-child relationships; (2) husband-wife roles; (3) general male-female relationships and concepts of masculinity and femininity; and (4) general values and aims.

The five aspects of authoritarian personality identified for this scale were conservatism, authoritarian submission, exaggerated masculinity and femininity, extreme emphasis on discipline, and moralistic rejection of impulse life. The scale was initially administered to a sample of adult university evening psychology students consisting of 42 females and 67 males. Results showed this scale to be an adequate instrument supporting the hypothesis that contrasting democratic and autocratic patterns of thought embracing numerous facets of family structure do in fact exist. A number of related studies dealing with the various aspects of the family system were found.

#### Parent-Child Relationships

Porter and Stacey (1956) conducted an exploratory study among

94 male and 121 female college students to investigate the degree of relationship which existed between the way an individual rated himself and the way he rated one of his parents on a test of ten personality traits. The results supported the hypothesis that identification with the parent is selective according to particular traits. Findings showed that subjects who rated themselves and their same-sex parent in a similar manner identified more closely on emotional stability, thoughtfulness, and masculinity-femininity than did those who rated themselves and their opposite-sex parent in a similar manner. Findings also showed that females identified more closely with the same-sex parents on personal relations than did the males.

Cooper and Lewis (1962), recognizing that earlier studies accented the positive relationship between college students' feelings of warmth and acceptance for their parents and the similarity of their ideological systems to those of their parents, examined and confirmed two related hypotheses which state that subjects who accorded high evaluations to their parents perform at a relatively high academic level, and vice versa.

Phares (1960) attempted to relate the construct "antidemocratic" personality, as measured by a modification of the California F Scale, to specific responses derived independently of that scale to determine the construct validity of the F Scale. His hypothesis was confirmed that when high and low F subjects were asked to list both positive and negative qualities of their fathers and mothers, low F subjects listed a higher proportion of negative qualities than high F subjects; that

is, the more "anti-democratic" the personality, the more negative the subject's view of his parents.

Nelson (1939) found that mean scores showed that a relationship obtains between the father's vocation and the college student's conservative and religious attitudes. Students whose fathers were social workers were shown to be significantly less conservative than were collegians whose fathers were lawyers. Rankings of ministry and medicine followed social work respectively. On the other hand, students whose fathers were physicians were shown to be less religious while collegians whose fathers were ministers were most religious. Rankings of law and social work followed medicine respectively.

Nam (1965), using data from the 1960 census sources, set out to determine the family patterns of educational attainment. He examined the extent of consistency of educational statuses within families by comparing the actual distributions with what would be expected on the basis of random distribution model. The tendency for similar educational statuses was found to be great. Educational consistency of fathers and sons was greater than would be expected by chance at all educational levels, but particularly at the lowest and highest levels.

In a study correlating parental identification with vocational interest, Crites (1962) concluded that for males identification with both parents influences the formation of vocational interest patterns, but that identification with the father is more important than with the mother.

### Husband-Wife Roles

Lovejoy (1961) found that traditional husband-wife roles are rapidly diminishing. He further stated that although marriage expectations and role preparations are cultivated in childhood and carry some influence on the student's role outlook, they evidently do not set a pattern which cannot be revised. One hundred and nine male and seventy female single college students completed a questionnaire, highlighting the beliefs that most family decisions should be made jointly by the husband and wife; that sex roles within the family today are less clearly defined than in past years; and that males and females need not necessarily abdicate their present duties but share them with each other.

In a discussion of current changes in sex role patterns, Hartley (1960) contended that concerns about a possible increase in children's confusion about the sex roles because of alleged changes seemed to be without foundation. Rather, she saw the changes as a means of fulfilling established and accepted functions and to imply no radical reversal of these. She saw no necessary implication of threat or damage in any perceptible current change in sex role activity.

Blood and Wolfe (1960) spoke of the equalitarian marriages created by dual income and collaborative situations that exist between the wife-dominance and husband-dominance extremes. They stated that "Although families can be found all the way from one extreme (husband-dominated) to the other (wife-dominated), most families (46

percent) bunch together around the mean (equalitarian) score (1960, p. 23)."

#### General Male-Female Relationships

In his theoretical formulation of sex differences in the development of masculine and feminine identification, Lynn (1959), noting the differentiation made among the concepts of sex-role preference, sex-role adoption, and sex-role identification, found general support for these hypotheses: "(1) with increasing age, males become relatively more firmly identified with the masculine role and females relatively less firmly identified with the feminine role, (2) a higher proportion of females than males will show preference for the role of the opposite sex, (3) a higher proportion of females than males adopt aspects of the role of the opposite sex, and (4) males tend to identify with a cultural stereotype of the masculine role, whereas females tend to identify with aspects of their own mother's role specifically (1959, p. 134)."

Lunneborg (1969) administered a measure of masculinity-femininity to 470 university students. The results obtained showed that only children of both sexes made higher femininity scores. Men students who had sisters also scored higher on femininity than did men who had brothers only. Women students from large families tended to score higher on masculinity measures than did women who were from a one-child family.

The natural tendency on the part of the boys to identify with males and girls to identify with females was investigated by Beier

and Ratzeburg (1953) through an exploratory study on a sample of 17 female and 24 male college students. The study yielded two statistically significant findings: "(1) Boys identify more readily with the father and girls more readily with the mother, and (2) when a boy identifies strongly with his father, he ascribes more than average femininity values to his mother (1953, p. 572)."

#### General Values and Aims

Lehman, Sinha, and Hartnett (1966) administered a battery of tests to 1,734 college freshmen and readministered the same tests to the same group of students four years later, regardless of whether or not they were still in attendance. Stereotypic beliefs, value orientations, receptivity to new ideas, and attitudes toward the objectives of college were among the areas covered in the tests. It was learned that the changes over four years were toward a lessening of stereotypic beliefs, an increase in receptivity to new ideas, and, with a few exceptions, all groups became more "outer directed" in their value orientation. Personality changes were not related to general academic aptitude. The writers concluded that maturation and social environment may have more impact on personality development than academic experience.

Levin (1968), pondering the impact of social class on personal needs and career choices, compared students from Stanford University, who were decidedly of a higher social class background, with students from San Jose City College, who had lower social class background. Among his findings was the tendency for the Stanford group to value

family life more highly than the San Jose City College group. Also, 84 percent of the Stanford group aimed toward major professional careers as compared with 22 percent of the San Jose group.

In her survey regarding predisposition toward parenthood among college students, Cooper (1957) noted that women more than men evidenced a keener parent-role anticipation. There was a male-female difference in the most frequently selected reason for marrying. Men: "want reliable and lasting companionship with a woman;" Women: "are deeply in love."

#### Attitude Toward Divorce

Freeman and Showel (1952) conducted a study among adults on familism (stable family) and attitude toward divorce in which the following results were noted: (1) a strong religious orientation was related to "familistic" attitude toward divorce; (2) higher socio-economic status, particularly education, appeared to be related to a "familistic" attitude toward divorce; (3) happiness of parents' marriage seemed to be related to a more "familistic" attitude; and (4) sex showed some relationship, with females holding a more "familistic" attitude.

In another study, Hardy (1957) attempted to assess attitudes of college males toward divorce using as determinants the effect of affiliative motivation and social support upon conformity and attitude change. The results indicated conformity to be a joint function of affiliative motivation and conditions of social support, with roughly similar but less significant results for attitude change.

Kephart (1955) discussed occupational level and marital disruption and on the basis of a number of studies reviewed, pointed out that there appears to be a rough inverse correlation between frequency of divorce and occupational level. In his study using the vital statistics for the early 1950's for the state of Iowa, Monahan (1955) further reinforced Kephart's conclusion that today divorce is much more characteristic of the lower social-economic groups in our society, and much less prevalent in the upper occupational levels.

#### Attitude Toward Premarital Sexual Permissiveness

Reiss (1964) developed a set of premarital sexual permissiveness Guttman scales which he administered to 1,028 students (sexes equal in number), selected from five high schools and colleges. He felt that this sample insured and represented a diversity of backgrounds in age, sex, race, and regional location. In addition to this student group, the scales were administered to a national adult probability sample of 1,515 people through the National Opinion Research Center. By taking into account the four types of affection-related states (engaged, love, strong affection, and no affection), and relating them to three types of physical behavior (kissing, petting, and coitus) for both males and females, he was able to get the dimensions of permissiveness and equalitarianism which he thought to be crucial to premarital sexual standards. Reiss found that the student sample showed a willingness to accept coitus when affection is present rather than to accept petting when affection is absent, while the national adult sample

reversed this priority and accepted petting without affection before they accepted coitus with affection. Analyzing the data rendered the adult sample groups as being generally less permissive than their student counterparts. A summary of the findings showed that the difference in the scale order of questions for the high permissive and low permissive groups centered about the high permissive groups giving less relative support to kissing and petting behavior, while giving more relative support to coital behavior.

The first proposition of Reiss' (1967) theory of the social context of premarital sexual permissiveness, which stated that a stronger relationship would exist between religiosity and permissiveness in conservative than liberal groups, was tested by Hetsley and Broderick (1969) who found no support for it. Reiss rejected their findings on the basis that their sample was high on religiosity, low on permissiveness and male representation, and generally poorly representative. Ruppel (1970) responded to the Reiss-Heltsley and Broderick debates by suggesting that the ritual dimension, meaning religiosity, was not as important a determinant of sexual permissiveness as intellectual, ideological, and experiential dimensions.

Dedmond (1969) found a definite relationship between higher religiosity and more restrictive attitudes toward premarital sexual relationships among college men, a finding that complements that of Kinsey. In a discussion of the impact of Kinsey's findings on opinion and attitude research, Parry (1950) stated that while "undoubtedly sexual behavior is a function of things such as education, socioeconomic

status, and the like, still more it is a function of certain psychological factors; it is a function of certain basic assumptions and attitudes (1950, p. 294)."

Prince and Shipman (1958) administered a questionnaire to male and female college students in an effort to get at their attitudes and behavior patterns regarding premarital sexual experiences. Some of the more significant findings showed that almost one-third of the respondents (half men and about one-fifth women) reported having premarital sex relations. Women more than men tended to limit their premarital sex experience to their anticipated marital partners. The incidence of premarital sexual intercourse was higher for students who attended church infrequently. Men were more liberal than women in their attitudes toward premarital sex relations. The expressed attitudes of respondents toward premarital sex relations seemed to be associated with having had premarital sex experience.

In a study of college students by Robinson, Dudley, and Clune (1968), their findings confirmed their hypothesis that there has been a change in certain aspects of sexual behavior, but that the major change has occurred in the overtness of the expression of attitudes toward sexual behavior, not in the actual rates of coitus. This conclusion was reached by a comparison of their findings with the 1948 Kinsey findings. In a third study of college students, Lindenfield (1960) emphasized in his findings that factors of "...sex, social mobility, and religiosity are each related to attitude toward premarital intercourse... (1960, p. 82)." Christensen and Carpenter (1962)

reflecting on cultural variations in premarital coitus among university students, noted that higher permissiveness scores and higher coital rates were reflected among Midwestern students than among students of the more reflective Mormon culture of the Intermountain West, with the males of both cultures showing higher permissiveness scores and coital rates than females.

Athanasίου, Shaver, and Tavris (1970) studied the results of 20,000 responses to a 101 item questionnaire on sex, covering attitudes, values, and behavior. The respondents who chose to complete it were considered to be representative of the under 30 age group, politically liberal, well educated (median level is college graduate), and of relatively high socio-economic status. It should be noted that while these respondents were by no means representative of the general American public, they were "descriptive of a well-educated, intelligent group that just might be the wave of the future (1970, p. 40)." By identity, this group, therefore, appears in many ways to be about as related, if not more so, to the professional student population groups being considered for this study as those of the undergraduate groups discussed earlier. On a 16 item sexual liberal-conservatism design, respondents consistently disagreed with conservative views and overwhelmingly endorsed liberal ones. Commenting on premarital sex, fewer than one out of ten advocated chastity until marriage. Over half believed that premarital sex is all right for consenting adults and young people, with the rest stipulating that love, affection, or engagement be a prerequisite. A majority agreed that premarital sex

often equips people for more stable and happier marriages. Athanasiou, et al. (1970) stated that "...the survey's finding that is of most interest...is that large numbers of people are considering new forms of sexual behavior. Whether they are now refraining out of inhibition, conviction, or lack of opportunity is not clear (1970, p. 52)."

#### Summary

The literature reviewed indicated that the home is a significantly strong influence on the student's perceptions of marriage and family roles and attitudes. The following trends related to this observation may be delineated from the research reviewed above:

(1) Similarity in ideological systems and a positive parent-child relationship were found to be directly related.

(2) While extremes in husband-wife roles can be found, the trend continues in the direction of equalitarianism.

(3) The student's value orientation tends to become more "outer directed" during the educational experience. Maturation and social environment are additional significant factors bringing about this change.

(4) There is strong evidence that divorce is less likely to occur in families where there exists a strong religious orientation, high socio-economic status, and a happy parental marriage in the family of orientation.

(5) There is a direct relationship between religiosity and sexual restrictiveness. A tendency toward increased sexual permissiveness is evidenced for both males and females.

The literature lends support to the interrelatedness of parental and social influence in the development of family perceptions and attitudes. These studies, however, have been conducted mostly on college students in a four year undergraduate program. The need to study family perceptions and attitudes of post-college students in the helping professions thus appears obvious.

## CHAPTER III

### METHODS AND PROCEDURES

The present study has been designed to determine what differences, if any, exist between professional students in the schools of law, medicine, ministry, and social work with respect to their beliefs and attitudes about marriage and family living as represented by their views on (1) Family ideology; (2) Divorce attitudes; and (3) Premarital sexual permissiveness attitudes.

#### Hypotheses

Many theories of professional identification emphasize the fact that people participating within one profession possess some common qualities and attributes, and that the closer the professional's training comes to the subject of marriage and the family, the more likely that his attitudes and values in these areas will be clearly established and delineated.

Among the research studies done on social work students, Bernard (1967) found that first year students show decisively increased self-awareness, a belief in the dignity, worth, and perfectibility of man, and equality in human interaction. Varley (1968) concluded that social work education appeared to facilitate student's assimilation of equal rights concepts.

Girling's (1968) study of values held by American theological students revealed that while students' values with regard to economic, educational, and social issues tended to be moderately liberal to liberal, their values with regard to personal-moral and religious issues tended to be moderately conservative to conservative. The Judeo-Christian tradition also argues against permissiveness in divorce and premarital sexual relations, thus tending to give more support to the patriarchal than the equalitarian family life style. However, Mason (1966) has found in his study that a change has occurred in recent years showing that ministers are becoming more accepting and tolerant of human nature. More specifically, in his study of attitude changes in theological students during their seminary training, Proctor (1961) concluded that with seminary experience the seminarian seemed to feel more secure in his role and thus becoming more flexible in his theological opinions.

In their study of personality characteristics of first year medical and law students, Solkoff and Markowitz (1967) found that medical students ranked higher in humanitarianism and appeared to be sensitive to the needs of others and idealistic, while law students ranked higher in authoritarianism and tended toward realism, self-confidence, and an acceptance of society's "masculine" values. Miller's (1967) study of students who "survived" law schools showed them to have the tendency to be introverted thinkers as opposed to the extroverted feeling-type who tended to drop out.

It is believed that the student's professional education and training bring to bear some influences beyond those acquired from his family and personal background. If this assumption is true, then one would expect to find more uniformity in responses among the last than among the first year students of each of the four professions as a result of the impact made by the educational process. More specifically there will be, over time, systematic changes and increasing uniformity in the student groups' ideology toward parent-child relationships, husband-wife roles, concepts of masculinity-femininity, and general values and aims. The same phenomena should be noted in their attitudes toward divorce and premarital sexual permissiveness. The groups may differ in these attributes initially, but the differences will be less marked toward the end of their educational experience. In their inventory of findings on human behavior, Berelson and Steiner (1964) concluded that "the more people associate with one another under conditions of equality, the more they come to share values and norms...(p. 327)." They further concluded that "in general the effect of college attendance upon student values is to homogenize them (p. 439)."

The following hypotheses are designed as a framework for studying these beliefs. These hypotheses are stated in the positive form. In the statistical analysis they will be tested in the null form.

Hypothesis I. The mean scores of first year students in equalitarian family ideology, permissiveness in attitudes toward

divorce, and premarital sexual permissiveness rank highest among social work students and lowest among ministerial students, with medical students' mean scores being second highest and law students' being third. The above literature suggests that family value attitudes representing first year students in these professions would tend to lead to their being ranked in this order.

Hypothesis II. The mean scores of last year students in equalitarian family ideology, permissiveness in attitudes toward divorce, and premarital sexual permissiveness rank highest among social work students and lowest among law students, with ministerial students' mean scores being second highest and medical students' being third. This assumption is based on the above cited literature.

Hypothesis III. The average mean scores in equalitarian family ideology, permissiveness in attitudes toward divorce, and premarital sexual permissiveness will evidence significant change between the first year and last year students of each of the four professional student groups in law, medicine, ministry, and social work. It seems logical to assume that the educational experience of any one of these four student groups will make its impact on the student.

Hypothesis IV. The range of the scores in equalitarian family ideology, permissiveness in attitudes toward divorce, and premarital sexual permissiveness will evidence decreased variability between the first and last year students of each of the four professional student groups in law, medicine, ministry, and social work. Berelson and

Steiner's (1964) findings reinforce the idea that the uniformities inherent in each of the four educational experiences of these student groups will tend to increase the similarities in their marriage and family perceptions and values.

### Measuring Instruments

Instruments which had been used in previous studies were available to measure the dependent variables of this study. The various instruments were combined to form a single questionnaire. Each measuring instrument used in the study is described below.

#### Traditional Family Ideology

To determine the individual's ideological orientation, a multi-dimensional scale, developed by Daniel Levinson and Phyllis Huffman was administered to each subject. This instrument, called Traditional Family Ideology Scale consists of 40 items cast in a Likert-type format. The scale measures attitudes toward (1) parent-child relationships; child-rearing techniques, (2) husband-wife roles and relationships, (3) general male-female relationships; concepts of masculinity and femininity, and (4) general values and aims. Subjects responded to each item by entering in the space provided a number of +3 to -3, ranging from strong agreement to strong disagreement. Points for all answers were added for a total score, with a possible score range of +120 (autocratic) to -120 (democratic).

Reliability. A split-half reliability coefficient of correlation was found to be .84 when corrected by the Spearman-Brown formula. A test-retest reliability after a six-week interval was .93.

Validity. Evidence that this scale as an adequate measuring instrument was achieved by comparing religious groups "known" to differ in family ideology and by correlating TFI scores with scores on the California E and F Scales. It was shown that TFI discriminates between various religious groups in the expected direction; correlations with E and F scores were .65 and .73, respectively.

#### Attitude Toward Divorce

To measure attitude toward divorce, a Divorce Opinionnaire, developed by K. R. Hardy was administered to each subject. The instrument consisted of 12 items, cast in a Likert-type format. Half of the items express a liberal or favorable attitude toward divorce and half a conservative or unfavorable attitude. Subjects for this study responded to each item with one of six alternatives, ranging from strong agreement to strong disagreement. (The original number of response alternatives is five. This modification was done in order to insure overall uniformity with the remaining instruments of the questionnaire). Points for all answers were added for a total score, with possible score range of +36 (favorable attitude) to -36 (unfavorable attitude).

Reliability. Hardy reported no evidence of reliability, but Shaw and Wright (1967, pp. 106-107) administered the instruments to 12 female and 24 male undergraduates at the University of Florida and obtained a split-half reliability coefficient of .74, corrected by the Spearman-Brown formula to .85.

Validity. No evidence of validity was given by Hardy; however, Shaw and Wright (1967) concluded that the scale appears to have content validity. In their study cited above, they found a mean score for women of 31.3 as compared with a mean score of 38.0 for men. They concluded that "assuming that men in our culture have more favorable attitudes toward divorce than women, this finding may be taken as minimal evidence of validity (1967, p. 107)."

#### Premarital Sexual Permissiveness

To get at the dimensions of sexual permissiveness and sexual equalitarianism, two Guttman-type Premarital Sexual Permissiveness Scales developed by Ira Reiss were administered to each subject (The original number of questions in each scale was 12. Kissing, however, was dropped as one of the three types of physical behavior in the interest of brevity). These scales represent the extent to which the subject finds petting or coitus acceptable under conditions of no affection, strong affection, love, and engaged. Each item was answered as agree (strong, medium, or slight) or disagree (strong, medium, or slight). One scale refers to behavior of men and another paralleling scale refers to the behavior of women. Again, in order to insure overt uniformity in response styles, the number from +3 to +1 (representing levels of agreement) and from -3 to -1 (representing levels of disagreement) were used instead. Points for all answers were added for a total score, with a possible score range of +24 (high permissive) to -24 (low permissive) for each of the two scales representing men and women's behavior. Lack of equalitarianism was

ascertained by measuring the differences in the answers to the two scales.

Reliability. Coefficients of reproductivity for both the male and female permissiveness scales are over .90 when applied to several different populations.

Validity. Expected differences in sexual standards for white and Negro, North and South, late adolescence and adult groups were upheld. All of the Coefficients of Reproductibility for all scales and subscales were shown to be above .90.

#### Selection of Subjects

Subjects for the present study were obtained from four educational facilities in North Carolina. The institutions are identified in Table 1 by profession and number of students enrolled in these programs. The particular institutions selected were Wake Forest University Law School, Bowman Gray School of Medicine of Wake Forest University, Southeastern Baptist Theological Seminary, and The University of North Carolina School of Social Work. These institutions constitute a private Southern Baptist university, a Southern Baptist seminary, and a large state university. The sample was limited to first and last year students in each of these four programs of study. Although the size of the groups varied, the number identified represented somewhat uniform percentages. Other professional student groups could conceivably have been included in this study; however, these four groups were felt to constitute a large, yet

TABLE 1

Number and Percent of Subjects by Year, by  
Profession and Enrollment

Year	Profession	Total Enrollment	Subjects Completed Number	Questionnaire Percent
First Year	Law	100	85	85
	Medicine	76	52	61
	Ministry	93	60	65
	Social Work	64	53	83
Sub Total		333	250	75
Last Year	Law	57	46	81
	Medicine	57	35	61
	Ministry	78	60	77
	Social Work	75	54	72
Sub Total		267	195	73
Total		600	445	74

workable proportion of the professionals dealing with the family.

Subjects in two of the four institutions were given the questionnaire at a time especially arranged for this purpose. These subjects were asked by an official to participate in a research study, but specific details and instructions were provided by the investigator when the questionnaire was administered (see Appendix A).

Scheduling of classes and other student assignments made it necessary to utilize the aid of school officials in administering the data for many of the remaining students. In these and other situations, where the investigator made individual contacts, every

effort was made to uniformly follow the established procedure in the data collection.

A total of 445 students from the four institutions completed the questionnaire. The number of subjects obtained from each institution is presented in Table 1 according to profession and year of study. The 445 subjects include 250 first year and 195 last year students. With the exception of seven first year and ten last year black social work students, the remainder of the subjects were white. Also, with the exception of the seminarians, all other groups represented a near even division between those obtaining their undergraduate degrees in North Carolina and those obtaining their undergraduate degrees elsewhere.

#### Data Analyses

The data obtained for each subject were key-punched on computer cards and verified for accuracy. The main statistical analyses were performed by computer process.

The data obtained on each of the eight measurements were analyzed using a two-factor analysis of variance design (Spence, Underwood, Duncan, & Cotton, 1968, pp. 174-194). One factor was the year of school the student is in (Time) and the other was his area of training (Profession). All factors were tested against the within mean square which was used as the experimental error. Further interpretation of findings necessitated computation of t tests (Hays, 1963, pp. 462-470).

When the "Professions" F ratio was significant, t tests were used to discover which professional groups differed significantly

from which others. When the interaction of "Time (in school) X Profession" was significant, this could be interpreted to mean that: (1) changes in attitudes from first to last year were not similar for the different professions, or (2) differences between professions were not similar for the two stages of training, or (3) both of these were true. The t tests were computed to check these interpretations.

A check for significance in decreased variability in the ranges of scores during the last year was tested by comparing the variances on each scale for the first and last years by means of the F ratios for variances (Spence, 1968, pp. 161-167). In addition, an overall test of changes in variances was made by using a non-parametric, matched-pair t test (Spence, 1968, pp. 216-218).

#### Control Variables

The object of concern of this study was how these student groups differ in attitudes which may affect their dealings with the public during the practice of their profession. The question of specific reasons why they have a certain attitude is of secondary importance. Shaffer (1936) makes this point when he distinguishes between the "differentiation and measurement of the qualities concerned, and the sources or causes of the differences (p.282)." Thus if it were found that, for example, social workers are less permissive about divorce, this would be seen as a fact with implications about social workers' influence on clients regardless of what sources of influence produce this attitude.

The implication of this type of approach for the design of the study is major. If one were interested mainly in explaining why

different student groups had different attitudes, the study would have to have been more balanced for a number of factors (such as age, sex, number of years in training), thereby becoming less representative of the specific professional groups being studied. An alternative would have been to control such variables so that they did not influence the results. Instead, such variables were allowed to vary in a natural fashion, as determined by the characteristics of the student groups. After the major analyses, efforts were made, however, to see if these variables did influence the attitudes under study, and produce differences between groups.

In each of the eight student groups, the Pearson product moment correlations (Spence et al., 1968, pp. 116-129) were computed to determine the relationship between age and each of the variables and also between social class and each of the variables. Also, t tests were computed (Spence et al., 1968, pp. 99-112) to determine differences between means on all variables for all eight groups on married men versus single men. In any group, where the number of blacks or the number of females equaled or exceeded eight, additional t tests were carried out. These two criteria were found to be applicable only to the first and last year social work subjects, and t tests on whites versus blacks, males versus females, and married females versus single females were implemented.

## CHAPTER IV

### RESULTS OF THE INVESTIGATION

The statistical procedures described in this chapter have been designed to aid in determining the nature of differences existing between professional students in schools of law, medicine, the ministry, and social work with regard to family ideology, and attitudes toward divorce and premarital sexual permissiveness.

In an attempt to delineate significant background and attitudinal characteristics of the respondents, certain biographical data was obtained (see Appendix B). A two-factor analysis of variance design constituting time (year) and profession, and a check for possible decreased variability in the ranges of scores during the last year comprised the major statistical study. In addition, age and social class correlations were implemented, and t tests exploring race, marital status, and sex completed this investigation.

#### General Description of Respondents

The biographical data obtained from the subjects included the following factors: social class of origin, parents' marital status, subjects' position in family of origin, source of influence on selection of career, location of permanent residence, undergraduate degree received in North Carolina or otherwise, religious affiliation, frequency of attendance at religious services, importance of religion to subject,

present marital status of subject, and degree of satisfaction with chosen profession. These eleven factors were analyzed on a percentage basis for each profession, with a division into first and last year students, and a compilation of an average of the two years.

#### Social Class

Social class of origin was determined on the basis of Hollingshead's two-factor index (Bonjean, Hill, and McLemore, 1967, p. 385) with a breakdown into five classes (see Appendix E). Class I indicates high social class and Class V indicates low social class. There was notable similarity in the percentages of the law, medical, and social work students in the social class of origin ranks (see Table 2), with the ministerial students differing. The students in law, medicine, and social work tended to come from the middle to upper classes, while the majority of the potential ministers were drawn from the two lower social classes. It might be noted that approximately one-third of each professional group came from distinctly middle class backgrounds.

#### Parents' Marital Status

Ministerial students differed from the other three groups in regard to the marital status of their parents (see Table 3). They showed the highest percentage of divorced parents and were followed by social work, law, and medicine respectively. Students in social work showed a stronger tendency than did the other three groups to come from families in which one or both parents were dead. All groups were similar in being more likely to have just the father deceased than just the mother.

TABLE 2

Percent of Subjects Within Each Social Class  
Ranking by Profession by Year

Social Class	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average
I	28.2	19.5	25.3	23.0	28.6	25.3	5.1	6.6	5.9	29.4	18.5	23.8
II	18.8	28.3	22.1	13.5	20.0	16.1	5.1	--	2.5	3.9	9.3	6.7
III	31.8	41.3	35.1	38.5	31.4	35.6	33.9	26.7	30.2	27.5	40.7	34.3
IV	17.7	10.9	15.2	23.1	20.0	21.8	54.2	56.7	55.5	29.4	27.8	28.6
V	3.5	--	2.3	1.9	--	1.2	1.7	10.0	5.9	9.8	3.7	6.6

Note.--Refer to Hollingshead's two-factor index for computation of social class (see Appendix E).

TABLE 3

Percent of Parental Marital Status of Subjects  
by Profession and Year

Parent's Marital Status	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average
Together	82.4	76.4	80.2	80.8	82.9	81.6	85.0	60.0	72.5	58.5	70.4	64.5
Divorced	5.2	4.3	5.3	3.8	2.8	3.4	6.7	21.7	14.2	9.4	5.6	7.5
Father Dead	8.2	10.9	9.2	9.6	8.6	9.2	6.7	8.3	7.5	18.9	9.2	14.0
Mother Dead	1.2	8.7	3.8	5.8	5.7	5.8	--	3.3	1.7	7.5	7.4	7.5
Both Parents Dead	2.4	--	1.5	--	--	--	1.6	6.7	4.1	5.7	7.4	6.5

### Birth Order

Some differences in the subject's position in his family of origin were also noticed (see Table 4). Ministerial students showed more tendency to be middle or youngest children than did the other two groups; law and medical students were more likely to be only or oldest children.

### Source of Influence on Profession

Regarding significant sources of influence on their choice of a profession, a majority of all four groups credited someone other than parents (see Table 5). Ministerial students in particular were likely to have been influenced by someone outside the home. Marginal comments made by a number of seminarians on the questionnaire indicated "God's calling" as their major source of influence. In two instances the degree of parental influence seems worthy of note; that is, almost a third of the law students indicated their fathers influenced them, and about an equal percentage of social work students indicated maternal persuasion.

### Geographic Origin

In addition to the factors pertaining to family of origin, figures were also collected on geographic origin. The breakdown was simply into in-state (North Carolina) and out of state. Not surprisingly, more than two-thirds of each group gave North Carolina as their place of permanent residence (see Table 6). Since these were students likely to have at least a two to four year period of living in the state as a result of their graduate studies, it might be expected most

TABLE 4

Percent of Position in the Family of Subjects  
by Profession and Year

Position in the Family	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average
Only	11.8	6.5	9.9	15.4	5.7	11.5	11.7	10.0	10.8	9.4	7.4	8.4
Oldest	35.3	11.7	48.1	44.2	45.7	44.8	45.0	33.3	39.2	24.5	38.9	31.8
Middle	30.6	10.9	23.7	23.1	22.9	23.0	18.3	30.0	24.2	30.2	29.8	29.0
Youngest	22.3	10.9	18.3	17.3	25.7	20.7	25.0	26.7	25.8	35.9	25.9	30.8

TABLE 5

Percent of Source of Career Influence on Subjects  
by Profession and Year

Source of Career Influence	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average
Father	34.1	23.9	30.5	17.3	31.4	23.0	6.7	3.3	5.0	3.8	29.6	16.8
Mother	5.9	2.2	4.6	3.8	2.9	3.4	8.3	13.3	10.8	7.5	53.7	30.8
Others at Home	5.9	2.2	4.6	5.7	2.9	4.6	3.3	1.7	2.5	5.7	13.0	9.4
Others Outside Home	52.9	65.2	57.3	59.6	42.8	52.9	76.7	78.4	77.5	77.3	3.7	40.2
No Re- sponse	1.2	6.5	3.0	13.4	20.0	16.1	5.0	3.3	4.2	5.7	--	2.8

TABLE 6

Percent of Permanent Residence Location of Subjects  
by Profession and Year

Subject's Permanent Residence	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average									
In North Carolina	84.7	80.4	83.2	71.1	65.7	69.0	63.3	71.7	67.5	77.4	68.5	72.9
Outside North Carolina	15.3	19.6	16.8	28.9	34.3	31.0	36.7	28.3	32.5	22.6	31.5	27.1

would claim the state as legal residence. No particular difference was present as to first or last year students.

#### Place of Undergraduate Degree

A low percentage of these students had received their undergraduate degrees in North Carolina (see Table 7). Less than half the ministerial students and only slightly more than half the medical and social work students had earned their undergraduate degrees in the state. More than three-fourths of the law students were North Carolina bachelor degree recipients. It seems feasible that the strong tendency for law students to have done their previous studies in North Carolina would indicate that this group is less mobile, perhaps due to the need for familiarity with the laws of the state in which the professional lawyer intends to practice. The total figures of the four groups revealed that 57 percent of the population studied had received undergraduate degrees in North Carolina. This would suggest a more heterogeneous background, geographically, than might have been expected.

#### Religious Preference

The three measures relating to religion did show large differences between the ministerial students and the other groups (see Table 8). The ministerial students were almost totally Protestant since the subjects were attending a Baptist seminary. Law, medicine, and social work were also predominantly Protestant. Other notable religion percentages occurring in the last three groups were as follows: law, 9.9 percent Catholic; medicine, 11.5 percent Jewish; and social work, 10.3 percent other.

TABLE 7

Percent of Subjects Receiving Undergraduate Degrees in North Carolina  
and Other by Profession and Year

Location of Under- graduate Insti- tution	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average									
In North Carolina	77.6	82.6	79.4	57.7	51.4	55.2	43.3	41.7	42.5	54.7	50.0	52.3
Outside North Carolina	22.4	17.4	20.6	42.3	48.6	44.8	56.7	58.3	57.5	45.3	50.0	47.7

TABLE 8

Percent of Religious Affiliation of Subjects  
by Profession and Year

Religious Affili- ation	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average
Protestant	78.8	76.1	77.9	65.4	68.6	66.7	100.0	98.3	99.2	60.4	83.3	71.9
Catholic	10.6	8.7	9.9	11.5	2.8	8.0	-	-	-	7.6	3.7	5.6
Jewish	-	4.3	1.5	15.4	5.7	11.5	-	-	-	3.8	-	1.9
Other	4.7	-	3.1	-	8.6	3.4	-	-	-	16.0	5.6	10.3
No Response	5.9	10.7	7.6	7.7	14.3	10.4	-	1.7	0.8	13.2	7.4	10.3

### Church Attendance

As would be expected, most of the ministerial students were regular in church attendance (see Table 9). They were followed by social work, medicine, and law respectively. Also, as would be expected, ministerial students saw religion as highly important to them. Again the rankings of the other three professional student groups in this area were social work, medicine, and law.

### Marital Status

The data in Table 10 indicates that law, medicine, and social work students were almost evenly divided between single and married. On the other hand, four-fifths of the seminarians were married. Interestingly, only social work students had a noticeable percentage who marked the category "other".

### Satisfaction with Choice of Profession

In regard to the respondents' degree of personal satisfaction with their choice of profession (see Table 11), around two-thirds of both ministerial and medical students expressed full satisfaction, while only half the law students felt fully satisfied, and even fewer social workers made this claim.

### Analyses of Variance

A two-factor analysis of variance design constituted of time (year) and profession was used in the statistical analyses of the three instruments measuring traditional family ideology, divorce attitudes, and attitudes toward premarital sexual permissiveness.

TABLE 9

Percent of Religious Attendance of Subjects  
by Profession and Year

Religious Atten- dance	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average
Regular	21.2	15.2	19.1	23.1	17.2	20.7	95.0	98.3	96.7	30.2	29.6	29.9
Occa- sional	45.9	37.0	42.7	26.9	31.4	28.7	3.3	1.7	2.5	35.8	38.9	37.4
Rare	30.6	41.3	34.4	46.2	45.7	46.0	1.7	-	0.8	26.4	29.6	28.0
No Response	2.3	6.5	3.8	3.8	5.7	4.6	-	-	-	7.6	1.9	4.7

TABLE 10

Percent of Marital Status of Subjects  
by Profession and Year

Subject's Marital Status	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average									
Single	52.9	43.5	49.6	63.5	37.1	52.9	30.0	10.0	20.0	52.8	38.9	45.8
Married	47.1	52.2	48.9	36.5	62.9	47.1	60.0	90.0	80.0	43.4	51.7	47.7
Other	-	4.3	1.5	-	-	-	-	-	-	3.8	9.2	6.5

TABLE 11

Percent of Degree of Satisfaction of Subjects by  
Profession and Year

Degree of Satis- faction	Law			Medicine			Ministry			Social Work		
	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average	First Year	Last Year	Average
Fully	48.2	47.8	48.1	52.0	77.1	62.1	71.7	76.7	74.2	43.4	29.6	36.4
Best Choice	30.6	34.8	32.1	36.5	20.0	29.9	16.7	18.3	17.5	35.8	53.7	44.9
Doubtful	20.0	10.9	16.8	11.5	2.9	8.0	5.0	5.0	5.0	15.1	13.0	14.0
Not Satisfied	1.2	6.5	3.0	-	-	-	6.6	-	3.3	5.7	3.7	4.7

Four sub-scales measuring the extent of traditional thinking made up the family ideology questionnaire. These sub-scales covered attitudes regarding parent-child relationships, husband-wife roles, male-female relationships, and general values and aims. Five statistical analyses were made with the scores from the traditional family ideology scale; that is, four with the scores from each sub-scale separately, and one with the total scores of the four sub-scales combined.

The scores from the remaining two scales measuring divorce attitudes and attitudes toward premarital sexual permissiveness for both males and females were also statistically analyzed by a two-factor analysis of variance design. The results of each of these analyses is discussed separately below.

#### Parent-Child Relationships

The analyses of variance for the data obtained on parent-child relationships are summarized in Tables 12 and 13. The findings indicated that highly significant differences existed among the four professions. The interaction of year (time) of training by profession was also significant.

Profession. The F ratio disclosed that the four professional groups of subjects differed at the .001 level of significance. The t tests comparing overall (total) averages for the student groups, shown in Table 14, further amplified the sources of significance. The social work students obtained a highly non-traditional parent-child relationship mean of -22.78. The difference between this mean and the

TABLE 12

## Analysis of Variance of Parent-Child Relationship Scores

Source of Variation	Degrees of Freedom	Mean Square	F
Time	1	0.05	0.00
Profession	3	3346.05	27.28***
Time x Profession	3	489.25	4.08**
Within	437	120.03	
Total	444		

\*\* Significant at .01 level

\*\*\* Significant at .001 level

TABLE 13

Means of Parent-Child Relationships Scores  
by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	-09.86	85	-11.54	46	-10.45	131
Medicine	-18.25	52	-11.91	35	-15.70	87
Ministry	-10.17	60	-11.65	60	-10.91	120
Social Work	-21.13	53	-24.38	54	-22.78	107
Total	-14.07	250	-15.20	195	-14.56	445

Note. — For clarification of the directional value of these means and means in subsequent tables, refer to Appendix C.

TABLE 14

Means and  $t$  Values of Parent-Child Relationships Total Scores  
by Profession, and by Year and Profession

Professions	Total Means	$t$	First Year Means	$t$	Last Year Means	$t$
<u>Law</u> Medicine	$\frac{-10.45}{-15.70}$	3.46	$\frac{-09.86}{-18.25}$	4.35**	$\frac{-11.54}{-11.91}$	0.15
<u>Law</u> Ministry	$\frac{-10.45}{-10.91}$	0.33	$\frac{-09.86}{-10.17}$	0.17	$\frac{-11.54}{-11.65}$	0.05
<u>Law</u> Social Work	$\frac{-10.45}{-22.78}$	8.54**	$\frac{-09.86}{-21.13}$	5.88**	$\frac{-11.54}{-24.38}$	5.84**
<u>Medicine</u> Ministry	$\frac{-15.70}{-10.91}$	-3.10**	$\frac{-18.25}{-10.17}$	-3.89**	$\frac{-11.91}{-11.65}$	-0.11
<u>Medicine</u> Social Work	$\frac{-15.70}{-22.78}$	7.08**	$\frac{-18.25}{-21.13}$	2.88**	$\frac{-11.91}{-24.38}$	12.47**
<u>Ministry</u> Social Work	$\frac{-10.91}{-22.78}$	8.15**	$\frac{-10.17}{-21.13}$	5.31**	$\frac{-11.65}{-24.38}$	6.19**

\*\* Significant at the .01 level

other three means was significant at the .01 level. The medical mean of -15.70 ranked next in non-traditional leanings and also produced significant differences when compared with the other two means. The means of law and ministry did not differ.

Time and Profession. Interaction between time and profession yielded an F ratio at the .01 level of significance. Further t test analyses comparing changes over time within student groups (see Table 15) revealed that the medical groups were the only ones who showed a significant change over time. In the parent-child relationships variable, this finding for only the medical groups supported Hypothesis III which predicted significant change for all groups. The medical groups' mean became more traditional at the .01 level of significance.

Two further sets of t tests were computed; one compared means of the various professions during the first year, while a second set made the same type comparison for means during the last year (see Table 14). It can be seen from the findings of these tests that the first year students showed essentially the same picture described by the total means: social work yielding the highest scores, with medicine next, and considerably higher than the other two groups. The average scores for the last year, however, showed a pattern of only social work still being significantly higher than all other groups, with medicine not being different from law or the ministry.

General conclusions are that the social work subjects start out, and remain most non-traditional in their opinions on parent-child relationships. This conclusion lends support to the first portion of Hypotheses I and II which state, in part, that equalitarian family

TABLE 15

Means and  $t$  Values of Parent-Child Relationships Scores  
by Year by Profession

Time by Profession	Means	$t$
<u>First Year Law</u>	<u>-09.68</u>	0.84
Last Year Law	-11.54	
<u>First Year Medicine</u>	<u>-18.25</u>	2.65**
Last Year Medicine	-11.91	
<u>First Year Ministry</u>	<u>-10.17</u>	0.74
Last Year Ministry	-11.65	
<u>First Year Social Work</u>	<u>-21.13</u>	1.53
Last Year Social Work	-24.38	

\*\* Significant at the .01 level

ideology scores rank highest among social work students. While medical students start out being second most equalitarian, they tend to become much less so by their last year of training, holding near similar rankings to law and ministry. In view of the existence of some differences between predicted and obtained rankings for Hypothesis I and the existence of even more pronounced differences between predicted and obtained rankings for Hypothesis II, the results of the scores on parent-child relationships did not strongly support these hypotheses. This also held true for Hypothesis III, which predicted significant change for all groups, since the mean of only one of the four groups showed change between first and last year of study.

#### Husband-Wife Roles

The results of the analysis of variance of the data about husband-wife roles, presented in Tables 16 and 17, revealed that highly significant differences existed among the four professions. The factor of time was not significant and no interaction between time and profession was present.

Profession. The F ratio revealed that the four professional groups of subjects differed at the .001 level of significance. The t tests comparing overall averages for the student groups, shown in Table 18, further amplified the source of significance. The social work subjects were significantly less traditional in husband-wife roles than were the law, medicine, or ministry. These latter three groups did not differ in the husband-wife roles variable. The social work score, with a high non-traditional mean of -14.91, yielded a significance level of .01 each time it was compared with the means of

TABLE 16  
Analysis of Variance of Husband-Wife Roles Scores

Source of Variation	Degrees of Freedom	Mean Square	F
Time	1	0.39	0.01
Profession	3	861.66	16.19***
Time x Profession	3	114.23	2.15
Within	437	53.21	
Total	444		

\*\*\* Significant at .001 level

Table 17  
Means of Husband-Wife Roles Scores by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	-08.72	85	-08.67	46	-8.70	131
Medicine	-11.10	52	-08.31	35	-9.98	87
Ministry	-09.15	60	-09.45	60	-9.30	120
Social Work	-13.76	53	-16.03	54	-14.91	107
Total	-10.38	250	-10.89	195	-10.70	445

TABLE 18  
Means and  $t$  Values of Husband-Wife Roles  
Total Scores by Profession

Professions	Means	$t$
<u>Law</u> Medicine	<u>-8.70</u> -9.98	1.27
<u>Law</u> Ministry	<u>-8.70</u> -9.30	0.65
<u>Law</u> Social Work	<u>-8.70</u> -14.91	6.53**
<u>Medicine</u> Ministry	<u>-9.98</u> -9.30	-0.66
<u>Medicine</u> Social Work	<u>-9.98</u> -14.91	4.93**
<u>Ministry</u> Social Work	<u>-9.30</u> -14.91	5.78**

\*\* Significant at .01 level

the subjects of each of the other three professions. Findings for this variable tended to support portions of Hypothesis I and II which state, in part, that equalitarian family ideology scores rank highest among social work students. However, overall findings for this scale pointed to the existence of differences between the predicted and obtained rankings of Hypotheses I and II. These hypotheses, therefore, were not fully supported by the husband-wife roles scores. Furthermore, the absence of evidence of any time changes in this variable failed to support Hypothesis III which predicted significant change for all groups.

#### General Male-Female Relationships

The analysis of variance performed on the responses to the male-female relationships scale disclosed significant differences between the four professions. Although the factor of time was not significant, the interaction of year (time) of training by profession was significant. These findings are presented in Tables 19 and 20.

Profession. The F test indicated that the four professional groups of subjects differed at the .001 level of significance. The t tests comparing overall (total) means for the student groups are shown in Table 21. With this scale, as with the parent-child relationships and husband-wife roles scales, the social work students gave a highly non-traditional male-female relationship mean, equaling -28.76. This mean was significantly different from the means of the other three professions. The means of the other three professions were closer to each other in value, producing no clearly significant differences.

TABLE 19  
Analysis of Variance of General Male-Female  
Relationships Scores

Source of Variation	Degrees of Freedom	Mean Square	F
Time	1	18.87	0.18
Profession	3	3264.12	28.93***
Time x Profession	3	422.57	3.74*
Within	437	112.83	
Total	444		

\* Significant at .05 level

\*\*\* Significant at .001 level

TABLE 20  
Means of General Male-Female Relationships Scores  
by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	-16.61	85	-17.91	46	-17.07	131
Medicine	-22.02	52	-16.57	35	-19.83	87
Ministry	-15.65	60	-12.08	60	-16.87	120
Social Work	-27.04	53	-30.44	54	-28.76	107
Total	-19.72	250	-21.19	195	-20.36	445

TABLE 21

Means and  $t$  Values of Male-Female Relationships Total Scores  
by Profession, and by Year and Profession

Professions	Total Means	$t$	First Year Means	$t$	Last Year Means	$t$
<u>Law</u> Medicine	$\frac{-17.07}{-19.85}$	1.88	$\frac{-16.61}{-22.02}$	2.89**	$\frac{-17.96}{-16.57}$	-.56
<u>Law</u> Ministry	$\frac{-17.07}{-16.87}$	.15	$\frac{-16.61}{-15.65}$	-.54	$\frac{-17.91}{-18.08}$	.08
<u>Law</u> Social Work	$\frac{-17.07}{-28.76}$	8.45**	$\frac{-16.61}{-27.04}$	5.61**	$\frac{-17.91}{-30.44}$	5.88
<u>Medicine</u> Ministry	$\frac{-19.83}{-16.87}$	1.98	$\frac{-22.02}{-15.65}$	-3.16**	$\frac{-16.57}{-18.08}$	.67
<u>Medicine</u> Social Work	$\frac{-19.83}{-28.76}$	8.93**	$\frac{-22.02}{-27.04}$	5.02**	$\frac{-16.57}{-30.44}$	13.87**
<u>Ministry</u> Social Work	$\frac{-16.87}{-28.76}$	8.42**	$\frac{-15.65}{-27.04}$	5.69**	$\frac{-18.08}{-30.44}$	6.20**

\*\* Significant at the .01 level

Time and Profession. Interaction effects between time and profession yielded an F test at the .05 level of significance. Further t test analyses (see Table 22) comparing changes over time within student groups revealed that, as with the parent-child relationships scale, the medical groups were the only ones who showed a significant change over time, thus supporting Hypothesis III. Their mean score became significantly more traditional.

Two further sets of t tests were computed: one compared means of the various professions during the first year, while a second set made the same type comparison for means during the last year (see Table 21). It can be seen from the findings of the first year tests that significant differences at the .01 level occurred with every comparison except in the case of law with ministry. The mean for the medical group was second high to social work. As with the findings of the parent-child relationship scale, the mean scores for the last year groups showed a pattern of social work still being significantly higher than all other groups, while medicine was not significantly different from law or ministry.

Findings with the male-female relationship's scale lead to the observation that social work subjects start out, and remain, most non-traditional in their opinions in this area. This conclusion supports the first portion of Hypotheses I and II which states, in part, that equalitarian family ideology scores rank highest among social work students. Another overall inference from the trends in this scale is that while medical students start out being most equalitarian, they tend to become much less so by their last year of training, holding

TABLE 22

Means and  $t$  Values of Male-Female Relationships Scores  
by Year by Profession

Time by Profession	Means	$t$
<u>First Year Law</u>	<u>-16.61</u>	.67
Last Year Law	-17.91	
<u>First Year Medicine</u>	<u>-22.02</u>	2.35*
Last Year Medicine	-16.57	
<u>First Year Ministry</u>	<u>-15.65</u>	1.25
Last Year Ministry	-18.08	
<u>First Year Social Work</u>	<u>-27.04</u>	1.66
Last Year Social Work	-30.44	

\* Significant at the .05 level

near similar rankings to law and ministry. The first year groups' rankings were generally consistent with the predicted rankings of Hypothesis I. Differences, however, did exist between the obtained and predicted rankings of Hypothesis II. Support of Hypothesis III was again limited to only one of the four groups.

#### General Values and Aims

Findings through analysis of variance on responses to the general values and aims scale are summarized in Tables 23 and 24. These findings show that significant differences existed between the four professions. In addition, the interaction of year of training by profession was significant.

Profession. Analyses by means of  $t$  tests (see Table 25) comparing overall (total) averages for the student groups reflected significant differences at the .01 level between most of the mean pairs. The ranking, from most equalitarian to least was social work, medicine, ministry, and law, with only social work and medicine, and medicine and law not differing significantly.

Time and Profession. The F test yielded by the interaction effects between time and profession was at the .01 significance level. Changes over time within student groups were further examined by means of  $t$  tests (see Table 26). The medical student group was the only one to show a significant shift in their mean score, thus supporting Hypothesis III. This score became more traditional.

Two additional sets of  $t$  tests were performed, one comparing the means of the four professions during the first year, and the second comparing the means of these professions during the last year (see Table 25). Except for a slight inversion in the means of law and medi-

TABLE 23

## Analysis of Variance of General Values and Aims Scores

Source of Variation	Degrees of Freedom	Mean Square	F
Time	1	2.34	0.11
Profession	3	1121.10	52.97***
Time x Profession	3	65.22	3.08*
Within	437	21.17	
Total	444		

\* Significant at .05 level

\*\*\* Significant at .001 level

TABLE 24

## Means of General Values and Aims Scores by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	-1.92	85	-3.37	46	-2.43	131
Medicine	-3.87	52	-1.80	35	-3.03	87
Ministry	+2.33	60	+3.03	60	+2.71	120
Social Work	-4.57	53	-5.33	54	-4.85	107
Total	-1.86	250	-1.65	115	-1.77	445

TABLE 25

Means and  $t$  Values of General Values and Aims Total Scores  
by Profession, and by Year and Profession

Profession	Total Means	$t$	First Year Means	$t$	Last Year Means	$t$
<u>Law</u> Medicine	$\frac{-2.43}{-3.03}$	.94	$\frac{-1.92}{-3.87}$	2.41*	$\frac{-3.37}{-1.80}$	-1.52
<u>Law</u> Ministry	$\frac{-2.43}{+2.71}$	-8.84**	$\frac{-1.92}{+2.33}$	-5.48**	$\frac{-3.37}{+3.03}$	-7.10**
<u>Law</u> Social Work	$\frac{-2.43}{-4.95}$	4.20**	$\frac{-1.92}{-4.57}$	3.29**	$\frac{-3.37}{-5.33}$	2.12*
<u>Medicine</u> Ministry	$\frac{-3.03}{+2.71}$	-8.86**	$\frac{-3.87}{+2.33}$	-7.11**	$\frac{-1.80}{+3.03}$	-4.94**
<u>Medicine</u> Social Work	$\frac{-3.03}{-4.95}$	1.92	$\frac{-3.87}{-4.57}$	.70	$\frac{-1.80}{-5.33}$	3.53**
<u>Ministry</u> Social Work	$\frac{+2.71}{-4.95}$	12.52**	$\frac{+2.33}{-4.57}$	7.96**	$\frac{+3.03}{-5.33}$	9.69**

\* Significant at .05 level

\*\* Significant at .01 level

TABLE 26

Means and t Values of General Values and Aims Scores  
by Year by Profession

Time by Profession	Means	<u>t</u>
<u>First Year Law</u>	<u>-1.92</u>	1.72
Last Year Law	-3.37	
<u>First Year Medicine</u>	<u>-3.87</u>	-2.06*
Last Year Medicine	-1.80	
<u>First Year Ministry</u>	<u>+2.33</u>	-.83
Last Year Ministry	+3.03	
<u>First Year Social Work</u>	<u>-4.57</u>	.85
Last Year Social Work	-5.33	

\* Significant at .05 level

cine, the first year group's means were essentially similar to the overall means. The average scores for the last year, however, due to the increase of the mean of the medical group to a more traditional level, showed these students to be now more traditional than the law students. The comparison of law and medicine was the only one failing to register a significant difference.

Findings from the general values and aims scale point to the conclusion that the social work groups were the most non-traditional, with the seminarians occupying the most traditional level. This conclusion corresponds with the first portion of Hypothesis I which states, in part, that equalitarian family ideology scores rank highest among social work students and lowest among ministerial students. The first year groups' observed rankings on this scale coincided with the expected rankings spelled out under Hypothesis I. This hypothesis is, therefore, supported by the general values and aims scale. The last year groups' rankings failed to match the expected rankings under Hypothesis II. Support of Hypothesis III was again limited to only one of the four groups.

#### Overview of Traditional Family Ideology

The analyses of combined scores of the preceding four sub-scales are shown in Tables 27 and 28. Analysis of variance of data obtained on parent-child relationships, husband-wife roles, male-female relationships, and general values and aims had indicated that significant differences existed between the four professions. The interaction of year (time) of training by profession was also usually significant.

Profession. The F test disclosed that the four professional

TABLE 27

## Analysis of Variance of Traditional Family Ideology Scores

Source of Variation	Degrees of Freedom	Mean Square	F
Time	1	5.21	0.01
Profession	3	22628.53	37.78***
Time x Profession	3	3547.71	4.68**
Within	437	757.83	
Total	444		

\*\* Significant at .01 level

\*\*\* Significant at .001 level

TABLE 28

## Means of Traditional Family Ideology Scores by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	-37.18	85	-41.97	46	-38.87	131
Medicine	-55.42	52	-38.60	35	-48.66	87
Ministry	-32.45	60	-36.15	60	-34.30	120
Social Work	-66.98	53	-76.20	54	-71.64	107
Total	-46.16	250	-49.06	195	-47.43	445

groups of subjects differed at the .001 level of significance. All groups yielded somewhat non-traditional relationships means, with the social work groups obtaining the most non-traditional mean of -71.64 (from a possible score range of +120 to -120). This mean gave a significance level of .01 each time it was compared with the means of the subjects of each of the other three professions. Significant effects of .01 magnitude were also noted upon comparisons of law with medicine, which yielded a significance level of .05, and law with ministry, which yielded no significance (see Table 29).

Time and Profession. Interaction effects between time and profession yielded an F test at the .01 significance level. Further t test analyses comparing changes over time within student groups (see Table 30) revealed that the medical groups were the only ones who showed significant changes over time, thus supporting Hypothesis III. While the means of the other three student groups tended to become slightly more equalitarian by their last year of training, the medical mean became significantly more traditional.

It can be seen from the findings of the t tests for separate years that the first year students showed essentially the same picture described by the total means: social work yielding the highest scores, with medicine next and considerably higher than the other two groups (see Table 29). The average scores for the last year, however, showed a pattern of social work still being significantly higher than all other groups, with medicine becoming less different from law or ministry.

General conclusions are that the social work subjects start out,

TABLE 29

Means and  $t$  Values of Traditional Family Ideology Total Scores  
by Profession, and by Year and Profession

Professions	Total Means	$t$	First Year Means	$t$	Last Year Means	$t$
<u>Law</u> Medicine	$\frac{-38.87}{-48.66}$	2.57*	$\frac{-37.18}{-55.42}$	3.76**	$\frac{-41.97}{-38.60}$	-.54
<u>Law</u> Ministry	$\frac{-38.87}{-34.30}$	-1.31	$\frac{-37.18}{-32.45}$	-1.02	$\frac{-41.97}{-36.15}$	-1.08
<u>Law</u> Social Work	$\frac{-38.87}{-71.64}$	9.14**	$\frac{-37.18}{-66.98}$	6.18**	$\frac{-41.97}{-76.20}$	6.20**
<u>Medicine</u> Ministry	$\frac{-48.66}{-34.30}$	-3.70**	$\frac{-55.42}{-32.45}$	-4.04**	$\frac{-38.60}{-36.15}$	-.42
<u>Medicine</u> Social Work	$\frac{-48.66}{-71.64}$	22.98**	$\frac{-55.42}{-66.98}$	11.56**	$\frac{-38.60}{-76.20}$	37.60**
<u>Ministry</u> Social Work	$\frac{-34.30}{-71.64}$	10.20**	$\frac{-32.45}{-66.98}$	6.65**	$\frac{-36.15}{-76.20}$	7.76**

\* Significant at .05 level

\*\* Significant at .01 level

TABLE 30  
Means and t Values of Traditional Family Ideology Scores  
by Year by Profession

Time by Profession	Means	<u>t</u>
<u>First Year Law</u>	<u>-37.18</u>	.95
Last Year Law	-41.97	
<u>First Year Medicine</u>	<u>-55.42</u>	-2.79**
Last Year Medicine	-38.60	
<u>First Year Ministry</u>	<u>-32.45</u>	.74
Last Year Ministry	-36.15	
<u>First Year Social Work</u>	<u>-66.98</u>	1.73
Last Year Social Work	-76.20	

\*\* Significant at .01 level

and remain non-traditional in their views on family relationships. This conclusion supported the first portion of Hypothesis I and II which state, in part, that equalitarian family ideology scores rank highest among social work students. Another overall inference from the tests on the traditional family ideology scale was that while medical students start out being second most equalitarian, they tend to become much less so by their last year of training, holding near similar rankings to law and ministry.

First year groups' observed rankings on the traditional family ideology scale coincided with the expected rankings spelled out under Hypothesis I. Last year groups, however, failed to match the pattern of expected rankings, with the seminarians evidencing the greatest departure from prediction. They were least equalitarian instead of being second highest as predicted. Support of Hypothesis III, which states that average mean score in equalitarian family ideology will evidence significant change between the first and last year students, was, therefore, limited to the medical students. Only the medical student groups showed significant change over time on the traditional family ideology scale. They became more traditional.

#### Attitude Toward Divorce

Analyses of the data obtained on the divorce opinionnaire are summarized in Tables 31 and 32. The findings indicate that highly significant differences exist with regard to time, to profession, and to the interaction of year (time) of training by profession.

Time. The F test disclosed that the first and last year groups, combining all professions, differed at the .001 level of significance,

TABLE 31  
Analysis of Variance of Divorce Attitude Scores

Source of Variation	Degrees of Freedom	Mean Square	F
Time	1	1695.30	10.92***
Profession	3	10376.95	66.88***
Time x Profession	3	486.24	3.13*
Within	437	155.15	
Total	444		

\* Significant at .05 level

\*\*\* Significant at .001 level

TABLE 32  
Means of Divorce Attitude Scores by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	+10.69	85	+19.35	46	+13.73	131
Medicine	+14.40	52	+12.66	35	+13.70	87
Ministry	-06.17	60	-01.37	60	-3.77	120
Social Work	+16.26	53	-20.61	54	+18.46	107
Total	+8.60	250	+12.12	195	+10.14	445

with the last year groups becoming more favorable in their attitudes about divorce. The mean scores were +8.60 and +12.12 for totals of first year and last year respectively.

Profession. The F test in Table 31 disclosed that the four professional groups of subjects differed at the .001 level of significance. The t tests comparing overall (total) averages for the student groups, shown in Table 33, further amplified the sources of significance. The ministerial students had the most unfavorable attitude toward divorce, giving a mean of -3.77 from a possible score range of +36 to -36. The seminarians' mean was different at a significance level of .01, each time it was compared with the mean of the other three professions. The social work students, on the other hand, showed a favorable attitude toward divorce, with the mean of +18.46, giving a significance level of .01 each time it was compared with a mean of the other two professions. The law and medicine means were almost identical, falling between social work and ministry.

Time and Profession. Interaction effects between time and profession yielded an F test with a .05 significance level. Further t test analyses comparing changes over time within student groups (see Table 34), revealed that law and ministry became significantly more favorable towards divorce, social work approached significance, and medicine showed no significance at all. Hypothesis III, which states that group means will evidence significant change between first and last year students of each profession was, therefore, supported by law and ministry.

The t tests for each year can be seen in Table 33. In the first

TABLE 33

Means and  $t$  Values of Divorce Attitude Total Scores  
by Profession, and by Year and Profession

Profession	Total Means	$t$	First Year Means	$t$	Last Year Means	$t$
<u>Law</u> Medicine	$\frac{+13.73}{+13.70}$	.02	$\frac{+10.69}{+14.40}$	-1.69	$\frac{+19.35}{+12.66}$	2.39
<u>Law</u> Ministry	$\frac{+13.73}{-3.77}$	11.12**	$\frac{+10.69}{-06.17}$	8.03**	$\frac{+19.35}{-01.37}$	8.49**
<u>Law</u> Social Work	$\frac{+13.73}{+18.46}$	-2.91**	$\frac{+10.69}{+16.26}$	-2.56*	$\frac{+19.35}{+20.61}$	-.50
<u>Medicine</u> Ministry	$\frac{+13.70}{-3.77}$	9.96**	$\frac{+14.40}{-06.17}$	8.76**	$\frac{+12.66}{-01.37}$	5.30**
<u>Medicine</u> Social Work	$\frac{+13.70}{+18.46}$	-4.76**	$\frac{+14.40}{+16.26}$	-1.86	$\frac{+12.66}{+20.61}$	-7.95**
<u>Ministry</u> Social Work	$\frac{-3.77}{+18.46}$	-13.42**	$\frac{-06.17}{+16.26}$	-9.55**	$\frac{-01.37}{+20.61}$	-9.41**

\* Significant at .05 level

\*\* Significant at .01 level

TABLE 34  
Means and  $t$  Values of Divorce Attitude Scores  
by Year by Profession

Time by Profession	Means	$t$
<u>First Year Law</u>	<u>+10.69</u>	-3.80**
Last Year Law	+19.35	
<u>First Year Medicine</u>	<u>+14.40</u>	.64
Last Year Medicine	+12.66	
<u>First Year Ministry</u>	<u>-06.17</u>	-2.11*
Last Year Ministry	-01.37	
<u>First Year Social Work</u>	<u>+16.26</u>	-1.81
Last Year Social Work	+20.61	

\* Significant at .05 level

\*\* Significant at .01 level

year tests, significant differences of .01 level were found between the seminarians and the other three groups. The rank from most to least favorable was social work, medicine, law, and ministry. In addition to the ministerial differences, one significance level of .05 was obtained between law and social work. The last year rankings were: social work, law, medicine, and ministry. The change towards a more favorable attitude by the law students was large enough that they now did not differ from social work. Both law and social work were significantly more favorable toward divorce than the other two groups, while ministerial students were significantly less favorable than all other groups.

General conclusions yield the observation that the social work subjects start out, and remain, favorable in their attitudes toward divorce. This conclusion supported the first portion of Hypotheses I and II which stated, in part, that permissiveness in attitudes toward divorce rank highest among social work students. Other overall inferences from the trends in the divorce opinionnaire scale are that while law students start out being second least permissive, they tend to become less favorable toward divorce by their last year of training.

First year groups' observed rankings on the divorce opinionnaire coincided with the expected rankings spelled out under Hypothesis I. Last year groups, however, failed to match the pattern of expected rankings, with the seminarians evidencing the greatest departure from prediction. Support of Hypothesis III was manifested by law and ministry, with social work running close to evidencing the .05 level of significance.

### Premarital Sexual Permissiveness — Male and Female Standards

Before analyzing the sexual permissiveness scales the percentages of each student group agreeing with each question were computed. These are shown in Appendix E. It was found that these percentages did not support the idea of a Guttman scale in that the percentages did not follow the order specified by Reiss (1967). Petting without affection (item 4) was less favored than coitus under some conditions (items 5 and 6) in all groups. Reiss (1964) reported similar findings for college and high school groups. Findings of the present study tend to support Reiss' contention that younger people show a greater willingness to accept coitus when affection is present rather than to accept petting when affection is absent. Reiss' adult sample reversed this priority. In light of these findings, scores for this scale were derived by summing the scores for each item, rather than by Guttman scoring.

The analyses of sexual permissiveness are shown in Tables 35 and 36 for male standards and Tables 37 and 38 for female standards. All mean scores were higher (more permissive) for male standards. The results of the analyses were highly similar, however, and will therefore be discussed together.

The results of the analyses of variance presented in Tables 35, 36, 37, and 38 revealed that highly significant differences exist between the four professions. The factor of time was not significant and no interaction effects were present.

Profession. The F test revealed that the four professional groups of subjects differed at the .001 level of significance. The

TABLE 35

## Analysis of Variance of Male Premarital Sexual Permissiveness Scores

Source of Variation	Degrees of Freedom	Mean Square	F
Time	1	9.13	0.09
Profession	3	15344.28	155.03***
Time x Profession	3	10.44	0.11
Within	423	98.98	
Total	430		

\*\*\* Significant at the .001 level

TABLE 36

Means of Male Premarital Sexual Permissiveness Scores  
by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	+14.10	83	+14.98	44	+14.40	127
Medicine	+12.02	50	+11.76	33	+11.92	83
Ministry	-11.70	57	-11.95	60	-11.83	117
Social Work	+11.04	50	+11.87	54	+11.47	104
Total	+6.90	240	+5.08	191	+6.09	431

TABLE 37

## Analysis of Variance of Female Premarital Sexual Permissiveness Scores

Source of Variation	Degrees of Freedom	Mean Squares	F
Time	1	17.44	0.15
Profession	3	14011.68	125.75***
Time x Profession	3	43.42	0.39
Within	420	111.43	
Total	427		

\*\*\* Significant at the .001 level

TABLE 38

Means of Female Premarital Sexual Permissiveness Scores  
by Profession and Year

Profession	First Year	Number	Last Year	Number	Total	Number
Law	+11.51	84	+13.71	44	+12.27	128
Medicine	+10.88	49	+11.49	33	+11.12	82
Ministry	-11.84	57	-12.23	59	-12.04	116
Social Work	+11.15	48	+10.41	54	+10.75	102
Total	+5.71	238	+4.33	190	+5.10	428

TABLE 39

Means and t Values of Male Premarital Sexual Permissiveness  
Scores by Profession

Professions	Means	<u>t</u>
<u>Law</u> Medicine	<u>+14.40</u> +11.92	1.77
<u>Law</u> Ministry	<u>+14.40</u> -11.83	20.58**
<u>Law</u> Social Work	<u>+14.40</u> +11.47	2.23*
<u>Medicine</u> Ministry	<u>+11.92</u> +11.83	16.64**
<u>Medicine</u> Social Work	<u>+11.92</u> +11.47	0.45
<u>Ministry</u> Social Work	<u>-11.83</u> +11.47	-17.38**

\* Significant at the .05 level

\*\* Significant at the .01 level

TABLE 40  
Means and t Values of Female Premarital Sexual Permissiveness  
Scores by Profession

Professions	Means	<u>t</u>
<u>Law</u>	<u>+12.27</u>	.77
Medicine	+11.12	
<u>Law</u>	<u>+12.27</u>	17.97**
Ministry	-12.04	
<u>Law</u>	<u>+12.27</u>	1.08
Social Work	+10.75	
<u>Medicine</u>	<u>+11.12</u>	15.21**
Ministry	-12.04	
<u>Medicine</u>	<u>+11.12</u>	.37
Social Work	+10.75	
<u>Ministry</u>	<u>-12.04</u>	-15.90**
Social Work	+10.75	

\*\* Significant at .01 level

t tests comparing overall averages for the student groups, shown in Tables 39 and 40, further amplified the sources of difference. The law subjects were significantly more equalitarian in premarital sexual permissiveness for both male and female standards than were the medicine, social work, or ministry groups. The law groups had high permissive means of +14.40 for males and +12.27 for females within a possible score range of +24 to -24. The seminarians, on the other hand, had low male and female permissiveness means of -11.83 and -12.04 respectively. These means reflected a significance level of .01 each time they were compared with the means of the subjects of each of the other three professions. It therefore appears that this finding supports the portion of Hypothesis I that gives the seminarians the lowest ranking with regard to sexual permissiveness.

Overall findings for this scale point to the existence of differences between the predicted and obtained rankings of Hypotheses I and II. These hypotheses, therefore, are not supported by the premarital sexual permissiveness — male and female standard scales. Furthermore, the absence of evidence of any time changes in these two variables failed to support Hypothesis III.

Another finding is that the social work groups that have led the other three professions in consistently showing more equalitarian attitudes toward family relationships and more favorable attitudes toward divorce appear to fall somewhere in the middle in their stand on sexual permissiveness. This is a striking directional change in feelings and attitudes on their part and a full understanding of its ramification would require further study.

### Variability

The assumption in Hypothesis IV was that the range of scores in family ideology and attitudes toward divorce and premarital sexual permissiveness would evidence decreased variability between the first and last years for each of the groups. The statistical findings presented in Table 31 show the F ratios obtained by comparison of individual variances for student groups on each variable. With the N's of subjects involved, an F of 1.88 was needed for .05 significance (see Table 41). This level was not reached by individual variables. However, upon further investigation, when making an overall test of the hypothesis by using a non-parametric, matched-pair  $t$  test, some significance was noted. This test was used to see if the average of the set of standard deviations for the last year subjects was different from that of the first year subjects of each professional group.

Among the last year law subjects, it was found that their responses on three of the eight variables changed in the reverse direction, showing increased variability. This change prevented the decrease in law subjects' average variance from being significant at the .05 level. Among the last year medicine subjects, their responses on only one of the variables showed greater variability during the last year. This change, however, ranked high enough to prevent the medicine subjects' change in variances from being clearly significant. For the seminarians, the last year subjects' variances decreased on all variables. Their average variance change was, therefore, significant at the .05 level. The social work subjects' responses on one of the variables increased in variability, but this did not prevent their

TABLE 41

Standard Deviation Scores and F-Ratios by Profession,  
by Year and Variable

Variable	Law			Medicine			Ministry			Social Work		
	First Year SD	Last Year SD	F	First Year SD	Last Year SD	F	First Year SD	Last Year SD	F	First Year SD	Last Year SD	F
	Parent-Child Relation- ships	12.19	10.51	1.68	10.60	9.70	1.19	12.50	9.30	1.81	11.53	9.54	1.46
Husband-Wife Roles	7.21	8.02	.81	6.64	6.61	1.01	7.28	6.37	1.31	8.64	7.32	1.39
Male-Female Relation- ships	11.39	11.57	.97	9.16	9.60	.91	10.24	9.85	1.08	12.16	10.08	1.46
General Values and Aims	4.90	4.64	1.12	5.19	3.92	1.75	3.64	3.19	1.30	5.37	5.28	1.03
Traditional Family Ideo- logy(Overview)	29.22	28.62	1.04	23.70	23.08	1.05	28.01	23.06	1.48	33.32	27.62	1.46

Table 41 - continued

Variable	Law			Medicine			Ministry			Social Work		
	First Year SD	Last Year SD	F									
Divorce Attitudes	13.15	12.38	1.13	12.56	10.48	1.44	13.16	10.74	1.50	13.46	12.41	1.18
Premarital Sexual Permissive- ness-Males	8.64	9.28	.87	11.32	10.99	1.06	8.22	7.63	1.16	12.26	11.75	1.09
Premarital Sexual Permissive- ness Females	10.76	9.38	1.32	11.64	10.49	1.23	8.58	7.67	1.25	12.53	12.64	.98

Note. — Standard deviations are presented in the Table as a more traditional measure of variance. F-ratios were computed on variances as required by this test.

When F-ratio is less than 1.00, the change was against the hypothesis, the second variance being larger.

average variance change from being significant at the .05 level.

It can be seen that the above findings reflect considerable general evidence in support of Hypothesis IV.

#### Supplementary Statistical Analyses

Additional statistical analyses were implemented in order to consider possible influences on the subject's responses stemming from differences in their social class background and age, and to explore the extent of impact the students' race, marital status, and sex had on their mean scores.

#### Social Class and Age Correlation

Table 42 presents the correlational findings on social class, with only seven out of the 64 correlations manifesting significance. A closer scrutiny of these results pointed to their being scattered, revealing no consistent pattern. For instance, significance in a first year group did not necessarily predict significance in its last year counterpart. Furthermore, these significances did not tend to cluster among any one particular student group. It, therefore, seemed best to take a conservative position and assume that these results were produced by chance.

The Pearson product-moment correlations findings on age, presented in Table 43 showed that only nine out of 64 correlations were significant. Seven of these nine were in the last year of social work, showing a uniformly non-permissive position with greater age in these students. Since these correlations were not obtained among the first year social work subjects, it can be surmised that the experiences of

TABLE 42

Pearson Correlation of Social Class of Subjects  
with Dependent Variables by Profession and Year

Variable	Law		Medicine		Ministry		Social Work	
	First Year	Last Year	First Year	Last Year	First Year	Last Year	First Year	Last Year
Parent-Child Relationships	-0.06	-0.07	-0.18	-0.08	-0.21	-0.04	-0.02	-0.00
Husband-Wife Roles	-0.15	-0.00	-0.36**	-0.04	-0.14	0.10	-0.06	0.21
Male-Female Identification	-0.19*	0.02	-0.22	-0.15	-0.09	-0.10	-0.08	0.17
General Values and Aims	-0.08	0.02	-0.20	-0.13	0.05	0.06	-0.02	0.28*
Traditional Family Ideology (total above four variables)	-0.15	-0.04	-0.31*	-0.13	-0.18	-0.02	-0.05	0.17
Divorce Attitudes	0.14	-0.25*	0.23*	0.17	0.03	-0.06	0.00	-0.13
Premarital Sexual Permissiveness - Males	-0.17	0.09	0.09	0.17	0.07	-0.07	-0.04	-0.16
Premarital Sexual Permissiveness - Females	-0.16	0.09	0.11	0.18	0.07	-0.07	-0.04	-0.29*

\* Significant at .05 level

\*\* Significant at .01 level

TABLE 43

Pearson Correlation of Age of Subjects with Dependent Variables  
by Profession and Year

Variable	Law		Medicine		Ministry		Social Work	
	First Year	Last Year	First Year	Last Year	First Year	Last Year	First Year	Last Year
Parent-Child Relationships	0.11	0.16	-0.16	-0.18	-0.01	0.02	0.05	0.23*
Husband-Wife Roles	-0.11	0.06	0.02	-0.27	0.09	-0.03	-0.02	0.20
Male-Female Identification	0.06	0.03	0.16	-0.18	0.12	0.01	-0.06	0.29*
General Values and Aims	-0.01	0.02	0.36**	-0.27	0.08	0.02	0.16	0.28*
Traditional Family Ideology (total above four variables)	0.04	0.07	0.07	-0.27	0.08	0.01	0.02	0.29*
Divorce Attitudes	0.09	-0.21	-0.06	0.01	-0.10	-0.11	-0.11	-0.52**
Premarital Sexual Permissiveness - Males	-0.04	0.00	-0.18	0.02	-0.08	0.17	-0.09	-0.35**
Premarital Sexual Permissiveness - Females	-0.04	0.00	-0.24*	0.02	-0.08	0.12	0.15	-0.34**

\* Significant at .05 level

\*\* Significant at .01 level

social work training interacted with the students' attitudes to the extent that older social work students perhaps resisted permissive attitudes more so that, at the end of their training, these attitudes became somewhat more solidified along age lines, with the older subjects becoming less permissive. The remaining two findings may be seen as a chance finding.

These findings revealed that there existed a relationship between the age of the last year social work subjects and seven of the eight variables.

#### Tests for Marital Status, Race, and Sex

The factors of race, marital status, and sex of the subjects were investigated by means of t tests to see if these variables influenced the dependent measures.

The computer program called for implementation of t tests on the eight scales between groups divided by sex, by race, and by married versus single for men and separately for women. The additional instruction was given that these tests should be performed only when the smaller of two groups to be compared had at least eight subjects. True to the nature of the groups, this allowed tests for sex, for race, and for married versus single for women, only in the social work groups. Married versus single men was done in all the groups.

Data results showed race, a factor existing only among first and last year social work subjects, to have no significant effect. Also, the data obtained on the marital status of the males in all eight groups showed no significant differences. The analyses, however, produced significance in responses on two family variables between the

last year social work single and married females (see Table 44). Mean differences showed that the last year married social work females demonstrated less permissiveness toward divorce and less tolerance for male premarital sexual expression than did single social work females.

Investigation of differences due to the subject's sex also revealed that the last year social work group was the only one which manifested differences along this line (see Table 45). Female means represented consistently a greater degree of permissiveness than male means did on parent-child relationships, husband-wife roles, and on the overview variable of traditional family ideology.

These data analyses seemed to complement findings with the correlational results, suggesting that social work training tends to bring out attitudinal differences and solidify them along the dimensions of age, sex, and marital status.

TABLE 44

Mean Scores of Last Year Female Social Work Students  
by Marital Status and Variable

Variable	Single Mean	Number	Standard Deviation	Married Mean	Number	Standard Deviation	<u>t</u>
Divorce Attitude	26.71	17	8.26	17.57	23	11.03	2.87**
Premarital Sexual Permissive- ness—Male Standards	16.94	17	8.04	9.83	23	11.70	2.16*

\* Significant at .05 level

\*\* Significant at .01 level

TABLE 45  
 Mean Scores of Last Year Social Work Students  
 by Sex and Variable

Variable	Male Mean	Number	Standard Deviation	Female Mean	Number	Standard Deviation	<u>t</u>
Parent- Child Rela- tionship	-19.50	14	7.87	-26.10	40	9.56	2.32*
Husband- Wife Roles	-11.57	14	9.30	-17.60	40	5.87	2.81**
Traditional Family Ideo- logy	-61.43	14	31.20	-81.38	40	24.63	2.43*

\* Significant at .05 level

\*\* Significant at .01 level

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In general, research has tended to support the assumption that the home is a significantly strong influence on the college student's perceptions of marriage and family roles and attitudes. The literature also lends support to the interrelatedness of parental and social influences in the development of perceptions. It was of interest, however, to explore family perceptions and attitudes of post-baccalaureate students in the helping professions.

Specifically, the purpose of this investigation was to determine and compare differences among the professional groups of law, medicine, ministry, and social work whose services deal with the family with respect to (1) Traditional family ideology (including parent-child relationships, husband-wife roles, male-female relationships, and general values and aims), (2) Attitude toward divorce, and (3) Attitude toward premarital sexual permissiveness.

#### Hypotheses

The following hypotheses were tested:

Hypothesis I. The mean scores of first year students in equalitarian family ideology, permissiveness in attitudes toward divorce, and premarital sexual permissiveness rank from high to low as follows: social work, medicine, law, and ministry.

Hypothesis II. The average mean scores in equalitarian family ideology, permissiveness in attitudes toward divorce and premarital sexual permissiveness rank from high to low as follows: social work, ministry, medicine, and law.

Hypothesis III. The average mean scores in equalitarian family ideology, permissiveness in attitudes toward divorce, and premarital sexual permissiveness evidence significant change between the first year and last year students of each of the four professional student groups.

Hypothesis IV. The range of the scores in equalitarian family ideology, permissiveness in attitudes toward divorce, and premarital sexual permissiveness evidence decreased variability between the first and last year students of each of the four professional groups.

#### Measuring Instruments

The following measuring instruments were combined in a single questionnaire and administered to each subject: a multi-dimensional Traditional Family Ideology Scale, developed by Levinson and Huffman; the Hardy Divorce Opinionnaire; and two Guttman-type Premarital Sexual Permissiveness Scales developed by Reiss.

#### The Sample

The sample was limited to first and last year students enrolled in a law school, a medical school, a seminary, and a school of social work. These institutions were all located in North Carolina. A total of 445 students from the four institutions completed the questionnaire. The 445 subjects included 250 first year and 195 last year students.

### Findings

The following results were obtained from inspection of the data and from the statistical procedures performed in this study:

(1) Inspection of the background and attitudinal characteristics of the respondents suggested that, unlike the other groups, the seminarians tended to come from the two lower social classes; they were more likely to have divorced parents; they ranked middle or youngest in their family; and they also credited someone other than their parents as the source of influence on their choice of profession. Except for the law students, there was a near even division in both in and out-of-state bachelor degree acquisition.

(2) Two-factor analyses of variance constituted of year (time) and area of training (profession) were performed for the scores obtained on each of the eight scales. The following results were obtained:

The professions were highly similar for the scores on parent-child relationships, general male-female relationships, general values and aims, and the overview of traditional family ideology. Findings indicated that significant differences existed between the professions and in the interaction between time by profession. The factor of time alone was not significant. Social work consistently led the professions in achieving the highest non-traditional overall standing, while in three of these four scales, the seminarians occupied the most traditional overall position. A comparison between the predicted and obtained mean rankings revealed support for Hypothesis I by three of these four scales, with the exception of the parent-child relationship scale in which there was a slight value inversion between ministry and law for the third and fourth

rank. Unlike the first year student means, the last year means of all these scales showed some differences between the predicted and obtained mean rankings. While, as predicted, social work consistently led in achieving the highest non-traditional overall standing, the seminarians were second highest in only the male-female relationships scale. They ranked third in the parent-child relationships scale and fourth in general values and aims and the overview of traditional family ideology. In these last two scales, the medical group showed the expected ranking, whereas only in the parent-child relationships scale did the law students rank as expected.

Further analyses by means of  $t$  tests comparing changes over time within student groups revealed that the medical subjects were the only ones to show significant change over time, becoming consistently more traditional. They were, therefore, the only group that manifested support of Hypothesis III.

The  $F$  ratio findings for husband-wife roles, and the male and female standards in premarital sexual permissiveness scales were also similar. Significant differences existed for each of these three scales between the professions. The factor of time was not significant and no interaction was present.

While the social work subjects were most non-traditional in views of husband-wife roles, the law subjects occupied this rank on the male and female premarital sexual permissiveness scales. A comparison between the predicted and obtained mean rankings revealed near support for Hypothesis I only by the husband-wife roles scale and only marginal support by the remaining two scales, in which law and ministry emerged

as being most and least traditional, respectively; with medicine and social work alternating at second and third rankings. The last year means of the three scales showed deviations between the predicted and obtained mean rankings, thus lending no support to Hypothesis II. It should be noted, though, that the closest Hypothesis II came to being supported was on the husband-wife roles in which social work and ministry ranking coincided with the prediction while medicine and law alternated positions. In the male and female premarital sexual permissiveness standards, the rankings obtained were law being most permissive, social work falling third, with medicine and ministry alternating between the second and fourth positions. The absence of the time factor and the interaction effects gave no occasion for Hypothesis III to be examined against these three variables.

The F ratio findings on the divorce attitudes scale indicated that highly significant differences existed with regard to time, to profession, and to the interaction of time by profession. Combining all professions, the time significance was due to the last year student groups becoming more favorable in their attitudes about divorce. Social work subjects reflected the highest overall mean, representing favorable attitudes, and the seminarians occupied the lowest mean, representing unfavorable attitudes. First year subjects' means were matched in predicted and obtained rankings, thus supporting Hypothesis I, whereas the rankings of the last year subjects' means failed to support Hypothesis II.

A comparison of changes over time within the student groups revealed that the law and ministry subjects made a significant change,

both moving in a more favorable direction. These two groups, therefore, supported Hypothesis III, while medicine and social work did not.

(3) Through the use of an overall non-parametric, matched-pair  $t$  test, variance changes from the first to last year were compared. Significance was found among ministry and social work, last year variance being smaller for these groups. Hypothesis IV, predicting decreased variability in the range of scores between the first and last year students in each of the professions, was therefore generally supported by two of the four professions.

(4) Correlational results with the scales and social class produced significance for seven out of the 64 correlations. Close examination of these significances revealed no consistent pattern. Social class, therefore, had little influence on the results of this study.

Correlational findings on age show that only nine out of 64 correlations were significant. Seven were in the last year of social work, showing non-permissive leanings with greater age. These findings pointed to a relationship existing between the age of the last year social work subjects and seven of the eight variables.

(5) The factors of race, marital status, and sex of the subjects were investigated by means of  $t$  tests to see if these variables influenced the dependent means. The  $t$  tests revealed significance in responses on divorce attitudes and the male standards of premarital sexual permissiveness between the last year social work single and married females, with the married women being less permissive. Significant differences in responses on the parent-child relationships, husband-wife roles, and the overview of traditional family ideology were also

noted between last year social work males and females, with the males being less permissive.

The correlational and t test findings suggest that social work training tended to bring out attitudinal differences and solidified them along the dimensions of age, sex, and marital status.

### Conclusions

After reviewing the findings, the following conclusions appear to be justified:

#### Differences Among Professions

Responses to each of the three questionnaires revealed significant differences among the professions. These differences showed that:

1. Social work subjects were least traditional in their responses on traditional family ideology scale, while the seminarians were the most traditional.

2. Social work subjects were most favorable in their attitudes toward divorce, while the seminarians were least favorable.

3. Law subjects were most permissive in their attitudes toward premarital sexual permissiveness, while the seminarians were least permissive.

#### Differences Between First and Last Year Groups

The only significant difference between the first and last year student groups was on the Divorce Opinionnaire. With the exception of the medical students, the last year student groups showed a more favorable attitude toward divorce than the first year groups.

#### Interaction of Year of Schooling and Profession

Responses to each of the three questionnaires showed that the

overview of traditional family ideology and the attitude toward divorce questionnaires reflected significant interactions between year of schooling and profession. The statistical tests performed concentrated on differences in first to last year, between specific professional groups, and also on the differences among professional groups within each year. The findings showed that:

1. The only difference between first and last year students on traditional family ideology was that of the medical students, with the last year group being more traditional in family attitudes. Eron (1955), in studying the effects of medical education on medical students, found more cynicism and less humanitarianism in last year students than in first year. It might be speculated that such changes in medical students' attitudes may be due to a traditional learning environment. Other possible causes for such increased traditional thinking may be due to their moving into positions of authority as they administer to the needs of dependent patients. It should also be noted that it is not known how long this trend remains among the students beyond their training.

During the first year, the ranks from most to least equalitarian were: social work, medicine, law, the ministry. All groups differed significantly from one another except law and ministry. The last year ranks, again from most to least equalitarian were: social work, law, medicine, and the ministry. No groups differed from each other significantly except that social work was different from all other groups.

2. There was a difference between the first and last year groups of law and the ministry on divorce attitudes, the last year

students being more favorable in their attitudes toward divorce. It might be speculated that the nature of training received by law students is such that they become able to advocate the merits of divorce under more conditions than they had once known. The seminarians, on the other hand, may have achieved a measure of increased security in their roles, thus becoming more flexible. This assessment would coincide with Proctor's (1961) reasoning.

During the first year, the ranks from most to least favorable were: social work, medicine, law, and the ministry. All groups differed significantly from each other except law and medicine, and medicine and social work. The last year ranks, again from most to least favorable were: social work, law, medicine, and the ministry. All groups differed significantly from one another except law and social work.

The overall conclusion of this investigation is that marriage and family perceptions and values differed more among the professional groups than between beginning and finishing students in each professional group. Also, the social work student groups, who projected a marginal difference in being most equalitarian in family ideology and most favorable of divorce, blended more uniformly with the other groups and fell somewhere in the middle in their attitudes toward premarital sexual permissiveness.

#### Recommendations

In view of the findings of this exploratory investigation, the following recommendations for further research are offered:

1. A well designed follow-up study of these student groups might help determine how their marriage and family attitudes change at different periods in their training as well as after entering into the practice of their profession.

2. Further research is needed to locate the source of differences among these professional groups and also between the two groups in each profession. It is recommended that further research be conducted relative to the reasons why medical students become more traditional toward the latter part of their educations. Do such changes come about because of the educational experience, or some other factor?

3. A comparison of marriage and family attitudes between these student groups and samples of their clients might demonstrate the effect of different values upon the interaction between the two groups.

4. A comparison of marriage and family attitudes between these student groups and a sample of undergraduate college students could help point to crucial periods of attitude development and the direction this development takes in the lives of students.

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**APPENDIXES**

APPENDIX A  
ORAL INTRODUCTION AND INSTRUCTIONS

### Oral Introduction and Instructions

We are asking you to cooperate and help in a study which is being conducted among professional students from a number of educational institutions in North Carolina. You can help by sharing some of your ideas and opinions about marriage and family living. Each of you will be given a questionnaire which we would like for you to complete. (Distribute questionnaire.)

There are different types of questions included, but for most of them, you will only need to make a circle or a check mark to give your answer. The questionnaire is divided into four parts. Instructions are given at the beginning of each section. When you have finished with one part you may go on to the next.

Please read each question carefully and base your answer on your own frank opinions and feelings. The only right and helpful answers will be those which indicate your own ideas and thoughts. If you are not sure about what a particular word or statement means, raise your hand for help. You are not expected to write your name on any part of the questionnaire. Are there any questions at this point?

When you have completed the questionnaire, look back to see if you have answered each question. Please leave your questionnaire with me when you finish.

Thank you very much for taking time to do this. Your contribution will be very helpful.

APPENDIX B  
MEASURING INSTRUMENTS

## General Information

Instructions: Will you please tell us something about yourself by checking the answer in each of the following, or by writing the information requested in the space provided. Do not sign your name.

1. Class in school\_\_\_\_. 2. Age\_\_\_\_. 3. Sex\_\_\_\_. 4. Race\_\_\_\_. Marital status\_\_\_\_.
6. Your permanent residence (only city & state)\_\_\_\_\_.
7. Circle highest level of education attained by your parents:  

	<u>El.</u>	<u>J.&amp; S.</u>	<u>Hi</u>	<u>Col. or other</u>	<u>Grad.edu.</u>	<u>List highest degree held</u>		
Father	1-6	7-9	10-11	12	1-3	4	yes no	_____
Mother	1-6	7-9	10-11	12	1-3	4	yes no	_____
8. List the specific occupations and work titles of your parents (be as explicit as you can):  

	<u>Current or last one held</u>	<u>Other prior occupations</u>
Father	_____	_____
Mother	_____	_____
9. Write the number of brothers and sisters you have:  
Number older\_\_\_\_\_ Number younger\_\_\_\_\_
10. Parents living together?\_\_\_\_\_. If not give reason and your age when this occurred\_\_\_\_\_.
11. Institution awarding your undergraduate degree\_\_\_\_\_.  
name
state
12. Give your religious affiliation and yours parents'. Place X's to indicate the extent of attendance and over-all importance:  

<u>Denomination</u>	<u>Attendance</u>			<u>Importance</u>		
	<u>Regu.</u>	<u>Occa.</u>	<u>Rare</u>	<u>High</u>	<u>Med.</u>	<u>Low</u>
You	_____	_____	_____	_____	_____	_____
Father	_____	_____	_____	_____	_____	_____
Mother	_____	_____	_____	_____	_____	_____
13. Who influenced your choice of profession most (check one)?  
Father\_\_\_\_\_ Others at home\_\_\_\_\_
- Mother\_\_\_\_\_ Others outside the home\_\_\_\_\_
14. Extent of your present satisfaction with your choice of profession (check one):  
Fully satisfied\_\_\_\_\_
- Made best choice, given all the circumstances\_\_\_\_\_
- Doubtful but probably best choice\_\_\_\_\_
- Not satisfied; I am reconsidering\_\_\_\_\_

### Traditional Family Ideology Scale

**Instructions:** Read each of the following statements regarding issues of family life then write beside each statement the abbreviation which best represents your feeling about the statement.

- +3 means strong agreement
- +2 means medium agreement
- +1 means slight agreement
- 1 means slight disagreement
- 2 means medium disagreement
- 1 means strong disagreement

- \_\_\_\_\_ 1. A child should not be allowed to talk back to his parents, or else he will lose respect for them.
- \_\_\_\_\_ 2. There is a lot of evidence such as the Kinsey Report which shows we have to crack down harder on young people to save our moral standards.
- \_\_\_\_\_ 3. There is hardly anything lower than a person who does not feel a great love, gratitude, and respect for his parents.
- \_\_\_\_\_ 4. A well-raised child is one who doesn't have to be told twice to do something.
- \_\_\_\_\_ 5. A woman whose children are messy or rowdy has failed in her duties as a mother.
- \_\_\_\_\_ 6. It isn't healthy for a child to like to be alone, and he should be discouraged from playing by himself.
- \_\_\_\_\_ 7. If children are told much about sex, they are likely to go too far in experimenting with it.
- \_\_\_\_\_ 8. A child who is unusual in any way should be encouraged to be more like other children.
- \_\_\_\_\_ 9. The saying "mother knows best" still has more than a grain of truth.
- \_\_\_\_\_ 10. Whatever some educators may say, "spare the rod and spoil the child" still holds, even in these modern times.
- \_\_\_\_\_ 11. It helps the child in the long run if he is made to conform to his parents' ideas.
- \_\_\_\_\_ 12. A teen-ager should be allowed to decide most things for himself.

- +3 means strong agreement
- +2 means medium agreement
- +1 means slight agreement
- 1 means slight disagreement
- 2 means medium disagreement
- 3 means strong disagreement

- \_\_\_\_\_ 13. In making family decisions, parents ought to take the opinions of children into account.
- \_\_\_\_\_ 14. It is important to teach the child as early as possible the manners and morals of his society.
- \_\_\_\_\_ 15. A lot of the sex problems of married couples arise because their parents have been too strict with them about sex.
- \_\_\_\_\_ 16. Women who want to remove the word obey from the marriage service don't understand what it means to be a wife.
- \_\_\_\_\_ 17. Some equality in marriage is a good thing, but by and large the husband ought to have the main say-so in family matters.
- \_\_\_\_\_ 18. A man who doesn't provide well for his family ought to consider himself pretty much a failure as husband and father.
- \_\_\_\_\_ 19. Faithlessness is the worst fault a husband could have.
- \_\_\_\_\_ 20. In choosing a husband, a woman will do well to put ambition at the top of her list of desirable qualities.
- \_\_\_\_\_ 21. A wife does better to vote the way her husband does, because he probably knows more about such things.
- \_\_\_\_\_ 22. It is a reflection on a husband's manhood if his wife works.
- \_\_\_\_\_ 23. Women should take an active interest in politics and community problems as well as in their families.
- \_\_\_\_\_ 24. A man can scarcely maintain respect for his fiancée if they have sexual relations before they are married.
- \_\_\_\_\_ 25. It goes against nature to place women in positions of authority over men.
- \_\_\_\_\_ 26. It is a woman's job more than a man's to uphold our moral code, especially in sexual matters.
- \_\_\_\_\_ 27. The unmarried mother is morally a greater failure than the unmarried father.
- \_\_\_\_\_ 28. The most important qualities of a real man are strength of will and determined ambition.

- +3 means strong agreement
- +2 means medium agreement
- +1 means slight agreement
- 1 means slight disagreement
- 2 means medium disagreement
- 3 means strong disagreement

- \_\_\_\_\_ 29. Women can be too bright for their own good.
- \_\_\_\_\_ 30. Women have as much right as men to sow wild oats.
- \_\_\_\_\_ 31. Petting is something a nice girl wouldn't want to do.
- \_\_\_\_\_ 32. Women think less clearly than men and are more emotional.
- \_\_\_\_\_ 33. Almost any woman is better off in the home than in a job or profession.
- \_\_\_\_\_ 34. It doesn't seem quite right for a man to be a visionary; dreaming should be left to women.
- \_\_\_\_\_ 35. Even today women live under unfair restrictions that ought to be done away with.
- \_\_\_\_\_ 36. It's a pretty feeble sort of man who can't get ahead in the world.
- \_\_\_\_\_ 37. The family is a sacred institution, divinely ordained.
- \_\_\_\_\_ 38. One of the worst problems in our society today is "free love," because it mars the true value of sex relations.
- \_\_\_\_\_ 39. It is only natural and right for each person to think that his family is better than any other.
- \_\_\_\_\_ 40. A marriage should not be made unless the couple plans to have children.

## A Divorce Opinionnaire

Instructions: Read each of the following statements concerning marriage and divorce, then write beside each statement the abbreviation which best represents your feeling about the statement.

- +3 means strong agreement
- +2 means medium agreement
- +1 means slight agreement
- 1 means slight disagreement
- 2 means medium disagreement
- 3 means strong disagreement

- \_\_\_\_\_ 1. Divorce is a sensible solution to many unhappy marriages.
- \_\_\_\_\_ 2. Marriage is a sacred covenant which should be broken only under the most drastic circumstances.
- \_\_\_\_\_ 3. Children are better off living with one parent rather than with two who cannot get along well together.
- \_\_\_\_\_ 4. Most divorces are a farce and ought to be stopped.
- \_\_\_\_\_ 5. It is better for a couple to stay together, to struggle along together if necessary, than to break up a home by getting a divorce.
- \_\_\_\_\_ 6. Divorce is a fine social institution since it alleviates much misery and unhappiness.
- \_\_\_\_\_ 7. Although some people abuse the divorce privilege, it is fundamentally a good thing.
- \_\_\_\_\_ 8. Marriage is essentially an agreement between two interested parties, and if they wish to conclude that agreement they should be permitted to do so.
- \_\_\_\_\_ 9. Divorce is no real solution to an unhappy marriage.
- \_\_\_\_\_ 10. Children need a home with both a father and a mother even though the parents are not especially suited to one another.
- \_\_\_\_\_ 11. Divorce is one of our greatest social evils.
- \_\_\_\_\_ 12. If a couple find getting along with each other a real struggle then they should not feel obligated to remain married.

Premarital Sexual Permissiveness Scales

**Instructions:** Read each of the following statements concerning premarital sexual standards, then write beside each statement the abbreviation which best represents your feeling about the statement.

- +3 means strong agreement
- +2 means medium agreement
- +1 means slight agreement
- 1 means slight disagreement
- 2 means medium disagreement
- 3 means strong disagreement

Note: The words used below are intended to mean just what they do to most people, but some may need definition:

Love means an emotional state more intense than strong affection.

Strong affection means affection which is stronger than physical attraction, average fondness, or "liking"--but less strong than love

Petting means sexually stimulating behavior more intimate than kissing and simple hugging but not including full sexual relations.

MALE STANDARDS (BOTH MEN AND WOMEN CHECK THIS SECTION)

- \_\_\_\_\_ 1. I believe that petting is acceptable for the male before marriage when he is engaged to be married.
- \_\_\_\_\_ 2. I believe that petting is acceptable for the male before marriage when he is in love.
- \_\_\_\_\_ 3. I believe that petting is acceptable for the male before marriage when he feels strong affection for his partner.
- \_\_\_\_\_ 4. I believe that petting is acceptable for the male before marriage even if he does not feel particular affectionate toward his partner.
- \_\_\_\_\_ 5. I believe that full sexual relations are acceptable for the male before marriage when he is engaged to be married.
- \_\_\_\_\_ 6. I believe that full sexual relations are acceptable for the male before marriage when he is in love.
- \_\_\_\_\_ 7. I believe that full sexual relations are acceptable for the male before marriage when he feels strong affection for his partner.
- \_\_\_\_\_ 8. I believe that full sexual relations are acceptable for the male before marriage even if he does not feel particular affection toward his partner.

- +3 means strong agreement
- +2 means medium agreement
- +1 means slight agreement
- 1 means slight disagreement
- 2 means medium disagreement
- 3 means strong disagreement

FEMALE STANDARDS (BOTH MEN AND WOMEN CHECK THIS SECTION)

- \_\_\_\_\_ 1. I believe that petting is acceptable for the female before marriage when she is engaged to be married.
- \_\_\_\_\_ 2. I believe that petting is acceptable for the female before marriage when she is in love.
- \_\_\_\_\_ 3. I believe that petting is acceptable for the female before marriage when she feels strong affection for her partner.
- \_\_\_\_\_ 4. I believe that petting is acceptable for the female before marriage even if she does not feel particularly affectionate toward her partner.
- \_\_\_\_\_ 5. I believe that full sexual relations are acceptable for the female before marriage when she is engaged to be married.
- \_\_\_\_\_ 6. I believe that full sexual relations are acceptable for the female before marriage when she is in love.
- \_\_\_\_\_ 7. I believe that full sexual relations are acceptable for the female before marriage when she feels strong affection for her partner.
- \_\_\_\_\_ 8. I believe that full sexual relations are acceptable for the female before marriage even if she does not feel particularly affectionate toward her partner.

**APPENDIX C**  
**MEAN SCORES OF GROUPS**

Mean Scores of Subjects by Profession by Year and Variable

Variable	Law		Medicine		Ministry		Social Work	
	First Year	Last Year	First Year	Last Year	First Year	Last Year	First Year	Last Year
Parent-Child Relationships <sup>a</sup>	-09.86	-11.54	-18.25	-11.91	-10.17	-11.65	-21.13	-24.38
Husband-Wife Roles <sup>b</sup>	-08.72	-08.67	-11.10	-08.31	-09.15	-09.45	-13.76	-16.03
Male-Female Relationships <sup>c</sup>	-16.61	-17.91	-22.02	-16.57	-15.65	-18.08	-27.04	-30.44
General Values and Aims <sup>d</sup>	-1.92	-3.37	-3.87	-1.80	+2.33	+3.03	-4.57	-5.33
Traditional Family Ideology <sup>e</sup> (Variables a-d)	-37.18	-41.97	-55.42	-38.60	-32.45	-36.15	-66.98	-76.90
Divorce Attitudes <sup>f</sup>	+10.69	+19.35	+14.40	+12.66	-6.17	-1.37	+16.26	+20.61
Premarital Sexual Permissiveness - Males <sup>g</sup>	+14.10	+14.98	+12.02	+11.76	-11.70	-11.95	+11.04	+11.87
Premarital Sexual Permissiveness - Females <sup>h</sup>	+11.51	+13.71	+10.88	+11.49	-11.84	-12.23	+11.15	+10.41

Note. — The first five variables' high equalitarian value is represented by a negative number and the last three variables' high equalitarian value is represented by a high positive number.

The ranges of scores for each of the variables are as follows:

Note. — continued.

- <sup>a</sup>Has a possible score range of -45 (non-traditional) to +45 (traditional)
- <sup>b</sup>Has a possible score range of -24 (non-traditional) to +25 (traditional)
- <sup>c</sup>Has a possible score range of -39 (non-traditional) to +39 (traditional)
- <sup>d</sup>Has a possible score range of -12 (non-traditional) to +12 (traditional)
- <sup>e</sup>Has a possible score range of -120 (non-traditional) to +120 (traditional)
- <sup>f</sup>Has a possible score range of +36 (permissive) to -36 (non-permissive)
- <sup>g</sup>Has a possible score range of +24 (equalitarian) to -24 (non-equalitarian)
- <sup>h</sup>Has a possible score range of +24 (equalitarian) to -24 (non-equalitarian)

APPENDIX D  
PERCENTAGE OF AGREEMENT ON  
PREMARITAL SEXUAL PERMISSIVENESS

Percentage of Agreement on Male and Female Premarital Sexual Permissiveness Scales  
by Profession by Year and Individual Item

Question Number	Law		Medicine		Ministry		Social Work		
	First Year	Last Year	First Year	Last Year	First Year	Last Year	First Year	Last Year	
	Male Scale								
1	98.8	100.0	96.1	97.1	64.9	60.0	96.1	98.1	
2	97.6	100.0	98.1	97.1	52.6	53.3	96.1	98.1	
3	96.4	95.6	94.2	94.1	35.1	41.7	88.7	94.4	
4	77.4	86.7	71.2	73.5	8.8	11.7	60.4	59.3	
5	84.5	84.4	82.7	75.6	10.5	5.0	75.0	79.6	
6	82.1	84.4	78.8	70.6	5.3	6.7	72.5	79.6	
7	76.2	75.6	72.5	64.7	3.5	-	63.5	68.5	
8	59.5	61.4	43.1	45.7	-	1.7	42.3	44.4	
N <sup>a</sup>	84	45	52	35	57	60	53	54	

Percentage of Agreement - continued.

Question Number	Law		Medicine		Ministry		Social Work	
	First Year	Last Year	First Year	Last Year	First Year	Last Year	First Year	Last Year
	Female Scale							
1	97.6	100.0	96.1	97.1	63.2	61.0	96.1	96.3
2	95.2	100.0	98.1	94.1	54.4	58.3	92.5	96.3
3	90.5	95.6	92.3	94.1	36.8	40.0	86.8	90.7
4	69.0	77.8	57.7	73.5	8.8	10.0	56.6	51.9
5	82.1	88.9	80.8	78.8	12.3	8.3	75.0	79.6
6	76.2	88.9	80.8	73.5	5.3	8.3	73.1	75.9
7	66.7	75.6	73.1	61.8	3.5	-	61.5	61.1
8	48.8	52.3	42.0	42.9	-	-	36.5	40.7
N	84	45	52	35	57	60	53	54

Note. —Refer to Appendix B for the wording of each question.

<sup>a</sup>The N's vary slightly for different questions since occasionally a subject left out a question.

APPENDIX E  
HOLLINGSHEAD SOCIAL CLASS INDEX

Hollingshead Two-Factor Index  
of  
Social Class Background

The following Educational and Occupational scales are used in computing the Index of Social Position Score (Social Class Background):

The Occupational Scale (seven positions)

1. Higher executives of large concerns, proprietors, and major professionals.
2. Business managers, proprietors of medium-sized business, and lesser professionals.
3. Administrative personnel, owners of small business, and minor professionals.
4. Clerical and sales workers, technicians, and owners of little businesses.
5. Skilled manual employees.
6. Machine operators and semiskilled employees.
7. Unskilled employees.

The Educational Scale (seven positions)

1. Professional (M.A., M.S., M.E., M.D., Ph.D., L.L.B., and the like).
2. Four-year college graduate (A.B., B.S., B.M.).
3. 1 to 3 years of college (also business schools).
4. High school graduate.
5. 10 to 11 years of school (part high school).
6. 7 to 9 years of school (junior high school).
7. Under 7 years of school.

Scoring Procedure

<u>Factor</u>	<u>Scale Score</u>	<u>Factor Weight</u>	=	<u>Partial Score</u>
Occupation	x	7	=	7x
Education	x	4	=	<u>4x</u>
		Index of Social Position Score	=	<u>Total</u>

Range

The range of scores in each class is as follows:

<u>Class</u>	<u>Range of Scores</u>
I	11-17
II	18-31
III	32-47
IV	48-63
V	64-77