ABSTRACT

A COMPARISON OF SELECTED PERSONALITY CHARACTERISTICS OF FIVE ETHNIC GROUPS AS MEASURED BY THE MANN INVENTORY

By

Dick Bruce Lawitzke

Different cultural backgrounds give birth to different personality characteristics. The purpose of this study was to help instructors recognize differences in attitudes of various cultural groups in relation to their self-concepts. An instructor must be aware of general characteristics of a student's ethnic background in order to understand an individual's behavior in relation to his needs.

The sample consisted of 2,508 students from driver education classes in ten high schools of Monterey, California. The Mann Inventory was used to classify and compare the ethnic groups and sex within ethnic groups in normal, under-controlled, and over-controlled categories according to the personal attitudes expressed by the students.

The first six questions contained demographic material showing:

(1) sex, (2) age, (3) ethnic group, (4) family income, (5) father's

formal schooling, and (6) mother's formal schooling. Questions 7

through 69 were concerned with the Mann Inventory and the comparison

of individual items by ethnic groups and sex within ethnic groups.

There was a fairly even distribution of males (1,261) and females (1,247), with 87.7 percent in the 15 and 16 age brackets.

The ethnic groups American Indian (3.1 percent), Black-American (7.1 percent), Mexican-American (12.9 percent), Oriental-American (7.7 percent), White-American (55.9 percent), and Other (13.2 percent) compared closely to California's tenth grade population.

The average family income was between \$5,000 and \$25,000 (79.4 percent), but 77.7 percent of the Mexican-Americans had a yearly family income of less than \$15,000. The parents' formal schooling also showed the Mexican-Americans to be greatly different from the other ethnic groups, with 65.3 percent of the fathers and 69.4 percent of the mothers not finishing high school, while the average of all groups showed 76.8 percent having completed high school.

When comparing ethnic groups and sex within ethnic groups in the normal category, there were 16 significant differences. The Black-American and Mexican-American ethnic groups were significantly lower than the other three ethnic groups. While there were more White-American females (72.77 percent) in the normal category, the Oriental-American males (72.77 percent) and females (70.00 percent) combined for the highest ethnic group average, with 66.38 percent. The White-American females were significantly higher than American Indian females, Black-American females, Mexican-American females, and also White-American males. Females of one ethnic group were not compared with males of other ethnic groups.

When comparing ethnic groups and sex within ethnic groups in the under-controlled category, there were ten significant differences.

The Mexican-Americans and the Oriental-Americans were significantly higher than the American Indians, Black-Americans, and White-Americans as measured by the subscores on the Mann Inventory. Although there were no significant differences in the male comparisons, the Mexican-American females were significantly higher than both the White-American females and the Black-American females.

In the over-controlled category, as measured by the subscores on the Mann Inventory, there was only one significant difference:

The Black-American was much higher than the Mexican-American ethnic group.

There were 147 significant differences among males of different ethnic groups, 153 significant differences among females of different ethnic groups, and 101 significant differences based on sex within the same ethnic group.

When comparing individual items on the Mann Inventory, the White-American females had the highest number of significant differences with 36 items when compared with White-American males, and 34 items when compared with Mexican-American females.

The study showed that there are differences and similarities among and within ethnic groups. Instructors should recognize these characteristics and develop a methodology that would be effective for each student, regardless of or because of his cultural background.

A COMPARISON OF SELECTED PERSONALITY CHARACTERISTICS OF FIVE ETHNIC GROUPS AS MEASURED BY THE MANN INVENTORY

Ву

Dick Bruce Lawitzke

A DISSERTATION

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The copyrighting of this thesis is not intended to prevent use of the material for ethnic group understanding. All information may be used, with credit to the writer—the only restriction being that the original meaning shall be preserved.

Dick B. Lawitzke

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1974

DEDICATED

With my love

to

Millicent McVay Lawitzke

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TABLE OF CONTENTS

	Pa	ige
LIST OF	TABLES	rii
Chapter		
ı.	THE PROBLEM	1
	Background of the Problem	1
	Need for the Study	4
	Purpose of the Study	5
	Areas of Investigation	5
	Research Hypotheses	6
	Delimitations	6
	Basic Assumptions	7
	Possible Applications	7
	Definition of Terms	8
	Overview of the Dissertation	9
II.	REVIEW OF RELATED LITERATURE	10
	Relation of Attitude to Traffic Safety	10
	Characteristics of Selected Ethnic Groups	16
	American Indians	16
	Mexican-Americans	18
	Oriental-Americans	22
	White-Americans	26
	Black-Americans	30
III.	METHODOLOGY	34
	Hypotheses	34
	Collection of Data	35
	Sample	36
	The Test Instrument	44
	Procedure for Analysis	46
IV.	ANALYSIS OF THE DATA	48
	Hypothesis l	49
	Hypothesis 2	51
	Hypothesis 3	57

Chapter	36
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	39
Summary	89
Conclusions	93
Discussion	95
Recommendations for Further Research 19	97
APPENDICES	98
APPENDIX A. MANN PERSONAL ATTITUDE SURVEY	99
APPENDIX B. STUDENTS' OPEN-ENDED RESPONSES TO QUESTIONNAIRE 20	02
APPENDIX C. BEHAVIOR DESCRIPTIONS USED IN THE MANN INVENTORY 20	07
APPENDIX D. RAW SCORES FOR DEMOGRAPHIC DATA	10
APPENDIX E. RAW SCORES FOR INDIVIDUAL ITEMS ON MANN INVENTORY 23	15
RTRI.TOCDADHY 22	70

LIST OF TABLES

Table		Page
3.1	The Frequency Distribution of the Sample Population Classified According to Ethnic Group and Sex	37
3.2	Frequency Distribution of the Sample Population Classified by Percentage According to Age	38
3.3	The Frequency Distribution of Ethnic Groups by Percentage in the Sample and Selected Educational Levels of Monterey County, State of California, University of California, and Colleges in California	40
3.4	The Frequency Distribution of the Sample Population Classified by Percentage According to the Yearly Income of the Family	41
3.5	The Frequency Distribution of the Sample Population Classified by Percentage According to the Father's Formal Schooling	42
3.6	The Frequency Distribution of the Sample Population Classified by Percentage According to the Mother's Formal Schooling	43
4.1	Comparison of Means Based on Total Scores of the Mann Inventory by Ethnic Group and Sex	50
4.2	Chi-Square Comparison of Ethnic Groups Classified in the Normal Category by the Subscores on the Mann Inventory	51
4.3	Comparison of Ethnic Groups by Sex Classified in the Normal Category as Measured by the Subscores on the Mann Inventory	53
4.4	Chi-Square Comparison of Ethnic Groups and Sex Within Ethnic Groups Classified in the Under-Controlled Category as Measured by the Subscores on the Mann Inventory	54

Table		Page
4.5	Chi-Square Comparison of Ethnic Groups and Sex Within Ethnic Groups Classified in the Over-Controlled Category as Measured by the Subscores on the Mann Inventory	56
4.6	A Distribution of Numbers and Percentages of Males and Females From Five Ethnic Groups Classified Into Normal, Under-Controlled, and Over-Controlled Categories on the Mann Inventory Subscores	58
4.7	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 7: I like to take part in organized extra-curricular activities in school	60
4.8	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 8: Young people are much better drivers than middle-aged people	62
4.9	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 9: Policemen are sincere in enforcing the laws	64
4.10	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 10: My parents are reasonable in their relations with me	66
4.11	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 11: My community is a happy place to live	68
4.12	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 12: I put off until tomorrow things I should do today	70
4.13	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 13: I like to daydream	72
4.14	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 14: I feel full of pep when I get behind the wheel of an automobile	74

Table		Page
4.15	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 15: I live in a home that is happy	76
4.16	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 16: If I see a police officer, I am more careful	78
4.17	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 17: Over-careful drivers cause more accidents than the so-called reckless ones	80
4.18	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 18: I enjoy being out late at night and sleeping mornings	82
4.19	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 19: I get a feeling of real power when driving a car	84
4.20	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 20: Courses in school are set up to meet the needs and interests of the student	86
4.21	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 21: I am concerned about the way my clothes look	88
4.22	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 22: Slow drivers should be kept off the highways	90
4.23	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 23: All new drivers should be required to take a course in driver education	92

Table		Page
4.24	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 24: Unsafe drivers should be deprived of the right to drive	94
4.25	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 25: Accidents don't just happen; they are caused	96
4.26	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 26: I like to get everything out of a car that it has in it	98
4.27	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 27: The chief work of most policemen should be traffic control	100
4.28	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 28: My parents exert too much control over me	102
4.29	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 29: The people in my community want all traffic laws enforced	104
4.30	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 30: I have been TEMPTED to cheat on a test	106
4.31	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 31: I get impatient in heavy traffic	108
4.32	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 32: There are times when it seems like everyone is against me	110
4.33	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 33: Old, defective cars should be kept off the road	112

Table		Page
4.34	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 34: Drivers should be given more freedom in obeying traffic signs	114
4.35	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 35: People should drive when they are angry	116
4.36	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 36: Passing on hills and curves is exceedingly dangerous	118
4.37	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 37: It is necessary to stop at "stop" signs if no other cars are in sight	120
4.38	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 38: I like to put extras on my car to attract attention	122
4.39	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 39: I am good at talking myself out of trouble	124
4.40	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 40: Strong discipline in practice makes a better team	126
4.41	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 41: I am popular with most of the students in my class	128
4.42	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 42: Police officers are rougher on teen-agers than on adults	130
4.43	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 43: Teachers want to help	
	students with their problems	132

Table		Page
4.44	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 44: The principal driver in my family gets traffic tickets for moving violations	134
4.45	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 45: I have as good table manners at home as when I eat out	136
4.46	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 46: I have been wrong in an argument but wouldn't admit it to my opponent	138
4.47	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 47: Society should have the right to question the way I drive	140
4.48	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 48: I like to razz a team when it is losing	142
4.49	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 49: I am proud of my reputation in the community	144
4.50	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 50: I am considered a friendly person	146
4.51	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 51: I like most of my work	148
4.52	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 52: Our family spends a great deal of time together	150
4.53	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 53: Attitudes toward driving are more important than ability to handle	
	a car	152

Table		Page
4.54	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 54: I like to take chances when I'm driving	154
4.55	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 55: Traffic laws are set up to promote safety	156
4.56	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 56: Courtesy toward other drivers is important	158
4.57	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 57: I like a great deal of freedom	160
4.58	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 58: I don't mind being told what to do	162
4.59	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 59: My grades in school are a good indication of my ability	164
4.60	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 60: I become concerned about what other people think of me	166
4.61	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 61: I find that older people tend to be too bossy	168
4.62	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 62: I feel somewhat nervous when I drive a car	170
4.63	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 63: I think courtesy towards others is a good reflection of a person's	
	character	172

Table		Page
4.64	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 64: I get more fun out of driving a car than any other activity	174
4.65	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 65: The police are only trying to do the job for which they were hired	176
4.66	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 66: My folks insist that I spend most week-day evenings at home	178
4.67	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 67: I am considered a reliable person	180
4.68	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 68: I like to help a person who is in trouble	182
4.69	The T-Test of Significance Comparing Ethnic Groups by Sex in Response to Individual Items on the Mann Inventory Relevant to Item 69: I am more courteous than the average driver	184
4.70	Summary of Significant Differences on Individual Items on the Mann Inventory as Compared by Ethnic Group and Sex	186
5.1	Summary of Significant Differences on Individual Items on the Mann Inventory as Compared by Ethnic Group and Sex	194
D.1	Frequency Distribution of the Sample Population Classified by Number and Percent According to Age, Ethnic Group, and Sex	211
D.2	Frequency Distribution of the Sample Population Classified by Number and Percent According to Yearly Income of Family	212
D.3	Father's Schooling	213
D. 4	Mother's Schooling	214

Table	2		Page
E.1		I like to take part in organized extra- cular activities	216
E.2		Young people are much better drivers than e-aged people	217
E.3	Item 9:	Policemen are sincere in enforcing the laws	218
E.4		My parents are reasonable in their relations me	219
E.5	Item 11:	My community is a happy place to live	220
E.6		I put off until tomorrow things I should day	221
E.7	Item 13:	I like to daydream	222
E.8		I feel full of pep when I get behind the wheel automobile	223
E.9	Item 15:	I live in a home that is happy	224
E.10	Item 16:	If I see a police officer, I am more careful	225
E.11		Over-careful drivers cause more accidents than o-called reckless ones	226
E.12		I enjoy being out late at night and ing mornings	227
E.13	Item 19: a car	I get a feeling of real power when driving	228
E.14		Courses in school are set up to meet the and interests of the student	229
E.15	Item 21:	I am concerned about the way my clothes look	230
E.16	Item 22:	Slow drivers should be kept off the highways	231
E.17		All new drivers should be required to take a e in driver education	232
E.18		Unsafe drivers should be deprived of the to drive	233
E.19	Item 25:	Accidents don't just happen; they are caused	234

Table		Page
E.20	<pre>Item 26: I like to get everything out of a car that it has in it</pre>	235
E.21	<pre>Item 27: The chief work of most policemen should be traffic control</pre>	236
E.22	<pre>Item 28: My parents exert too much control over me</pre>	237
E.23	<pre>Item 29: The people in my community want all traffic laws enforced</pre>	238
E.24	<pre>Item 30: I have been TEMPTED to cheat on a test</pre>	239
E.25	<pre>Item 31: I get impatient in heavy traffic</pre>	240
E.26	<pre>Item 32: There are times when it seems like everyone is against me</pre>	241
E.27	Item 33: Old, defective cars should be kept off the road .	242
E.28	<pre>Item 34: Drivers should be given more freedom in obeying traffic signs</pre>	243
E.29	<pre>Item 35: People should drive when they are angry</pre>	244
E.30	Item 36: Passing on hills and curves is exceedingly dangerous	245
E.31	<pre>Item 37: It is necessary to stop at "stop" signs if no other cars are in sight</pre>	246
E.32	<pre>Item 38: I like to put extras on my car to attract attention</pre>	247
E.33	<pre>Item 39: I am good at talking myself out of trouble</pre>	248
E.34	<pre>Item 40: Strong discipline in practice makes a better team</pre>	249
E.35	<pre>Item 41: I am popular with most of the students in my class</pre>	250
E.36	<pre>Item 42: Police officers are rougher on teen-agers than on adults</pre>	251
E.37	<pre>Item 43: Teachers want to help students with their problems</pre>	252
E.38	Item 44: The principal driver in my family gets traffic tickets for moving violations	253

Table		Page
E.39	<pre>Item 45: I have as good table manners at home as when I eat out</pre>	254
E.40	<pre>Item 46: I have been wrong in an argument but wouldn't admit it to my opponent</pre>	255
E.41	<pre>Item 47: Society should have the right to question the way I live</pre>	256
E.42	<pre>Item 48: I like to razz a team when it is losing</pre>	257
E.43	Item 49: I am proud of my reputation in the community	258
E.44	<pre>Item 50: I am considered a friendly person</pre>	259
E.45	<pre>Item 51: I like most of my work</pre>	260
E.46	Item 52: Our family spends a great deal of time together .	261
E.47	<pre>Item 53: Attitudes toward driving are more important than ability to handle a car</pre>	262
E.48	<pre>Item 54: I like to take chances when I'm driving</pre>	263
E.49	Item 55: Traffic laws are set up to promote safety	264
E. 50	Item 56: Courtesy toward other drivers is important	265
E.51	<pre>Item 57: I like a great deal of freedom</pre>	266
E.52	<pre>Item 58: I don't mind being told what to do</pre>	267
E.53	<pre>Item 59: My grades in school are a good indication of my ability</pre>	268
E.54	<pre>Item 60: I become concerned about what other people think of me</pre>	269
E.55	Item 61: I find that older people tend to be too bossy	270
E.56	<pre>Item 62: I feel somewhat nervous when I drive a car</pre>	271
E.57	<pre>Item 63: I think courtesy towards others is a good reflection of a person's character</pre>	272
E.58	<pre>Item 64: I get more fun out of driving a car than any other activity</pre>	273

Table			Page
E.59		The police are only trying to do the job for ney are hired	274
E.60		My folks insist that I spend most week-day s at home	275
E.61	Item 67:	I am considered a reliable person	276
E.62	Item 68:	I like to help a person who is in trouble	277
E.63	Item 69:	I am more courteous than the average driver	278

CHAPTER I

THE PROBLEM

Background of the Problem

The love affair between the American and the automobile is well known. Psychiatrists have analyzed it and sociologists have brooded upon it, but with no apparent cure.

First, automobiles replaced horses as a measure of transportation. Then they replaced public buildings as a measure of national advancement. They replaced dueling as a competition between gentlemen. They replaced the revolver as an equalizer for little men. They replaced the street brawl as an outlet for aggression. They replaced the gold watch as an indicator of stature. They replaced the barn as a haven for privacy. They replaced custom-tailored suits as a sign of personal uniqueness. They replaced other art forms as an aesthetic experience. They made woman as powerful as man. They turned space and time into miles per hour.

On the average of every nine minutes, someone, somewhere in the United States, is killed. Every hour approximately 228 persons suffer a disabling injury. The annual economic waste attributable to highway accidents totals more than 12.8 billion dollars, a loss of about 250 dollars a year for every family in the country.²

People in the under 24 age group have been involved in death on the highway far in excess of their percentage of the total driving population. In 1971, automobile accidents claimed the lives of

Marvin Rubin, "Man and His Wheels," <u>Issues Today</u>, Xerox Education Publications, V (April 27, 1973), 9.

Howard Pyle, "Time for New Decisions," <u>Traffic Safety</u>, National Safety Council, LXXI (November, 1971), 10.

54,700 human beings. Of the 114 million licensed drivers, 21.8 percent were in the 15 to 24 age group. This represents a disproportionate 32.2 percent of the fatal accidents; this same group was involved in 33.6 percent of all reported accidents in motor vehicles in the United States. These figures represent an excess loss of some 7,700 young lives; that is, 7,700 more fatalities occurred among their age group than would have been probable if they had maintained a fatality rate comparable to that of persons age 25 and older. Youthful drivers were involved in accidents in which fatalities occurred 60 percent more frequently than were older drivers.

Nearly 80 percent of the young drivers involved in serious accidents are males, most of whom have a number of personality and emotional traits in common, according to Asher. He claimed:

Examination of the research on auto accidents clearly suggests that the major factor has been emotional stress that may develop long before the driver is old enough for a license, before he is eligible for driver training. For this reason, it is essential that all teachers, guidance and counselling personnel, coaches, administrators, and parents be alert to the personality symptoms and emotional pressures that if continued, could drive the adolescent into a fatal accident.⁴

Personality and attitudinal factors were one of the areas of human characteristics identified by Uhlaner and Drucker 5 that

National Safety Council, <u>Accident Facts 1972 Edition</u> (Chicago: The National Safety Council, 1972), p. 40.

William Asher, "Young Drivers Who'll Die," Concepts, Aetna Life and Casualty, V, 1 (1972), 7.

⁵J. E. Uhlaner and A. J. Drucker, "Selection Tests--Dubious Aid in Driver Licensing" (presentation to the Annual Meeting of the Highway Research Board, Washington, D.C., January, 1964), p. 2.

provided needed differentiation among drivers. Ojemann⁶ pointed to the increasing evidence that personal adjustment is related to safe behavior. Jacobson⁷ stressed that personal adjustment of students was the principal role of counselors in driver education.

Brody⁸ noted that the difficulty of man's failure to meet his basic responsibility for living and working productively is that he is not required to do so through childhood and adolescence. He further stated that most adolescents have within themselves a capacity for adjustment, once they are made to face reality.

According to Mann:

The difference between those who try to drive properly and those who resent control and arrogantly drive as they please, appears to lie in their attitudes toward themselves and toward society. These attitudes, in turn, seem to depend on the youngster's self-concept. Does he feel inadequate, rejected and unloved? The development of these attitudes is primarily in home and family relationships. . . . His ability to assume responsibility at home tends to carry over to responsibility when he drives a car. . . . Special attention must be given by the school to those individuals who are toward the extremes of the continuum, that is the over-controlled and anxious group and the under-controlled and aggressive group. Although these groups behave in a directly opposite manner, they have a number of characteristics which are similar. Both groups have poor opinions of themselves. Neither feel adequate to take a place in society. Both groups suffer from anxieties, and both disturb

Ralph H. Ojemann, "Tests and Evaluation Methods Used in Driver and Safety Education" (Washington, D.C.: National Commission of Safety Education Association, 1959).

⁷Thomas J. Jacobson, "The Role of Counselors in Driver Education," Traffic Safety, National Safety Council, V (May, 1969), 18.

⁸Leon Brody, "Personal Characteristics of Chronic Violators and Accident Repeaters," Bulletin No. 152, National Academy of Sciences, National Research Council.

the regularity of normal traffic flow. Hence, they have more than their share of traffic accidents.

Need for the Study

Everyone, from statesman to educator to professional athlete, is currently interested in the attitudes of minority groups. There have been few studies, however, of the relationship of some kind of test or behavior attitude scale to actual members of minorities. 10

A study done by Kenel¹¹ found that individuals who have poor driving records could be identified by use of the Mann Inventory.

O'Leary,¹² in a follow-up investigation, substantiated Kenel's findings concerning behavioral grouping and future driving violations over a five-year period.

Neither of the previous studies made any discrimination among ethnic groups. Sinkoff's study, however, showed a significant

⁹ W. A. Mann, "The Family and the Teenage Driver" (East Lansing, Michigan: Highway Traffic Safety Center, Continuing Education Service, Michigan State University, 1972).

W. B. Brookover and J. B. Holland, "An Inquiry Into the Meaning of Minority Group Attitude Expressions," <u>American Sociological</u> Review, XVII (April, 1952).

¹¹F. Kenel, "The Effectiveness of the Mann Inventory in Classifying Young Drivers Into Behavior Categories and Its Relationship to Subsequent Driver Performance" (unpublished Ph.D. dissertation, Michigan State University, 1967).

¹² P. O'Leary, "An Assessment of the Mann Inventory as a Predictor of Future Driving Behavior" (unpublished Ph.D. dissertation, Michigan State University, 1971).

¹³A. Sinkoff, "A Comparison of Two Cultural Groups Through the Use of the Mann Inventory" (unpublished Ph.D. dissertation, Michigan State University, 1969).

difference when comparing inner-city Blacks and parochial school Whites using the Mann Inventory.

Purpose of the Study

The purpose of this study is to help instructors recognize
the differences in attitudes of various cultural groups, and be able
to determine if the attitudinal behavior is normal for a student's
cultural background. These differences, based on ethnic background,
influence the youth's self-concept. Before one can be successful
in teaching youths acceptable attitudinal behavior on the highways,
one must understand the person and the manner in which he sees himself.

If efforts to build good attitudes are to be successful, one must take into consideration the characteristics of different cultural backgrounds. Educational methodology may then be developed in an attempt to improve the adjustment of these individuals, thereby transferring to a safer operation of the motor vehicle.

Areas of Investigation

This study proposes to investigate the following aspects of personal adjustment:

- To compare the personal adjustment of five ethnic groups:
 American Indian, Black-American, Mexican-American, Oriental-American,
 and White-American.
- 2. To determine the differences in responses to each item in the Mann Inventory among the five ethnic groups.

3. To compare members of the five ethnic groups whose personal adjustment may be classified as normal, over-controlled, underconrolled, or both over- and under-controlled.

Research Hypotheses

The three research hypotheses to be tested in this study are:

- Hypothesis 1: There will be significant differences of the means in the personal adjustment of five ethnic groups and sex within ethnic groups as measured by the total scores on the Mann Inventory.
- Hypothesis 2: There will be significant differences in degree of self-control among five ethnic groups and sex within ethnic groups as shown by the subscores on the Mann Inventory.
- Hypothesis 3: There will be significant differences between the five ethnic groups and sex within ethnic groups in responses to individual items on the Mann Inventory.

Delimitations

This study is delimited in the following manner:

- All students lived and went to school in Monterey County,
 California.
- All students were in the sophomore class in high school during the spring semester of 1973.
- The personal adjustment concepts considered were those revealed by the Mann Inventory.

Basic Assumptions

The investigation is based upon the following assumptions:

- The Mann Inventory has reliability and validity for identifying and measuring selected aspects of personal adjustment.
- 2. Students will express their feelings and respond to items in a paper and pencil test so as to reflect their true personal feelings.
- 3. There is a need to know more about attitudes that determine the personal adjustment of the American Indian, the Black-American, the Mexican-American, the Oriental-American, and the White-American.
- 4. A knowledge of how the youthful driver sees himself in personality dimensions is essential to the development of meaningful programs.

Possible Applications

Some possible uses of the results of this study may be:

- 1. To identify groups with personal adjustment problems.
- 2. To identify individuals with personal adjustment problems.
- To identify differences and similarities among and within ethnic groups.
- 4. To build a curriculum and select a methodology that would be effective for particular ethnic groups.

Definition of Terms

For the purpose of this study, the following terms are defined:

American Indian--Persons considered by themselves to be of American Indian origin.

Black-American--Persons considered by themselves to be of African or Negroid origin.

<u>Mexican-American--Persons</u> considered by themselves to be of Mexican origin.

Oriental-American--Persons considered by themselves to be of Chinese, Japanese, or Korean origin.

White-American -- Persons considered by themselves to be of White-American origin.

Other--Persons considered by themselves to be of an origin other than defined above.

Mann Inventory—A 63-item personality inventory that attempts to assess the interactive feelings of an individual toward himself, significant and insignificant others, and established social mores and expectations.

Over-Conrolled--Behavior characterized by withdrawal from communication with other persons, with an effort to have everything under control so that they cannot be criticized by others.

<u>Under-Controlled</u>--Behavior characterized by forceful, outgoing action or vigorous efforts to assert oneself over others, with little consideration of the results.

Both Over- and Under-Controlled--Behavior characterized by asserting oneself over others and at the same or other times with-drawing from communication with other persons.

Normal—Behavior characterized by well-adjusted interaction with persons and consistent with the norms of the society in which the individual lives, with the absence of tendencies toward extremes in personality.

Overview of the Dissertation

In Chapter II is found a review of the literature pertinent to the elements considered in this study.

Chapter III contains a description of the test instrument used; an account of the method used in collecting, tabulating, and organizing data; and a description of the statistical techniques used in analyzing the data.

Chapter IV shows an analysis of the data to determine the degrees of relationships among and within the five ethnic groups.

The investigation is summarized in Chapter V with relevant discussion developed, conclusions made, and recommendations advanced for further study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains a review of the literature in two areas:

(1) relation of attitudes and emotional stability to traffic safety

and (2) characteristics of selected ethnic groups and factors affecting attitudes and stability in these subgroups.

Relation of Attitude to Traffic Safety

Researchers in traffic safety have historically focused on the cognitive and performance skills. Later studies by Adams, 1 Goldstein, 2 and McFarland 3 found the best predictors of accident behavior to be: convictions for traffic violations, mileage, age, sex, marital status, and various measures of social deviancy. The findings strongly supported the belief that "man drives as he lives," 4 resulting in high accident rates and a reflection of man's adjustment to modern life.

¹J. R. Adams, "Personality Variables Association With Traffic Accidents," Behavioral Research in Highway Safety, I (1970), 3-16.

²L. G. Goldstein, "Human Variables in Traffic Accidents: A Digest of Research," Traffic Safety Research Review, VII (1964), 26-31.

³R. A. McFarland, "Psychological and Behavioral Aspects of Automobile Accidents," <u>Traffic Safety Research Review</u>, XII (1968), 71-80.

W. A. Tillman and G. E. Hobbs, "Accident-Prone Automobile Driver: A Study of Psychiatric and Social Background," American Journal of Psychiatry (1949), 321-331.

According to Schulzinger, chances for an accident are greatest when one is irresponsible and/or maladjusted; grew up in a disturbed home; was exposed in childhood to violence and strife, to overauthoritative parents or parent figures, to loss of or separation of parents, and/or accidents to himself, parents, or siblings.

The increase in duration or intensity of exposure to environmental pressures increases the probability of an accident. No less than 20 percent of 96 drivers involved in fatal accidents were found to have been acutely upset by events that had occurred during the sixhour period immediately preceding the fatal accident. Most of them had had violent quarrels (for the most part with women, but a few had had physical fights with other men). Selzer listed the following personal or internal group causes of environmental pressures:

- 1. Hostility, quarreling, and fighting.
- 2. Breakup of friendships and love relationships.
- 3. Depression, anxiety, or anger.
- 4. Ego-expressive driving.
- 5. Intoxication.
- 6. Accidents--highway collisions.

Brown and Bohnert found marked discrepancies between the personality evaluations of two sets of drivers, with 80 percent of

⁵M. S. Schulzinger, <u>The Accident Syndrome: The Genesis of Accidental Injury</u> (Springfield, Illinois: Charles C. Thomas Publishers, 1956), p. 213.

⁶M. Selzer, J. E. Rogers, and Sue Kern, "Fatal Accidents: The Role of Psychopathology, Social Stress and Acute Disturbance," American Journal of Psychiatry, CXXIV (1968), 46-49.

⁷ Ibid., pp. 50-54.

⁸S. L. Brown and P. J. Bohnert, "Drivers Who Die," Final Report, Contract #FH-11-6603 (Houston, Texas: Highway Safety Bureau, Baylor University College of Medicine, 1968).

the drivers involved in fatal accidents experiencing a severe personality impairment. The most critical periods for accident involvement are the hours immediately following an acutely stressful episode.

In a study of the association of highway accidents and other forms of social pathology in certain communities, Porterfield argued that a motor vehicle may be seen as a "deadly weapon" and that if populations of given areas have higher proportions of persons who do not value life, these populations would be expected to have higher rates of motor vehicle fatalities.

In a report for the national leaders of driver improvement programs, W. Mann 10 showed that poor driving behavior is a projection of undesirable personality traits.

West ladiagnosed accidents of teenagers as a result of lack of social responsibility. His observations of a possible remedy included preparation for life, such as good citizenship and safety education necessary to function in a modern technological society.

Holloway 12 spoke to the youthful dilemma of self-identification, knowing who he is and what he is about. She asserted that one cause of teenager involvement in traffic problems is related to his concept

A. L. Porterfield, "Traffic Fatalities, Suicide, and Homicide," American Sociological Review, XXV (1965), 897-901.

W. A. Mann, "The Nature of the Problem Driver" (paper presented to the National Driver Improvement School Conference, Kellogg Center, Michigan State University, East Lansing, December, 1965).

¹¹ R. L. West, "The Philosophy of the Accident Problem," The Journal of Educational Sociology, October, 1946, pp. 74-77.

¹²I. N. Holloway, "The Dilemma: Teenagers, Cars, and Accidents," The CALDEA Calendar, XIII (January, 1966), 9.

that no one cares. He sees his parents as too busy making a living and finding ways to express their own frustrations. She concluded that potential young drivers have a self-image of poor worth as persons, because of the "many numbers" of social security, zip code, and automation. Youthful self-concepts reflect an image of "nothing-ness."

Significantly higher percentages of students who received low attitude grades in driver education courses were reported by Brazell to have more accidents and moving violations than did students who had high attitude grades.

Driving is a social interaction; Adams 14 stated that a person's behavior is influenced by his interaction with other people. These interactions are molded into social institutions and customs, which in turn are taken by individuals in the process of personality development. Human nature is changed frequently, and the process of change is called learning.

Brookover said the theory of learning was:

- People learn to behave in ways that each considers appropriate to himself.
- 2. Appropriateness of behavior is defined by each person through the internalization of the expectations which others whom he considers important hold for him.
- 3. The functional limits of one's ability to learn are determined by his self-conception or self-image as acquired in social interaction.

¹³ R. E. Brazell, "A Comparison of Various Behind-the-Wheel Training Methods," Safety and Traffic Division, Automobile Club of Michigan, 1962, p. 37.

¹⁴ J. R. Adams, "Psychosocial Factors and Accidents in the Highway Transportation System," in <u>Human Factors in Highway Traffic Safety</u>
Research (New York: John Wiley and Sons, Inc., 1972), p. 332.

4. The individual learns what he believes others, who are important to him, expect him to learn in a given situation. 15

The California Department of Motor Vehicles investigated
14,000 California drivers' (age 16 to 20) life histories and driving
records for a period of four years. The following conclusions were
drawn:

- 1. Poor school adjustment and deviant social activities correlated with greater involvement with poor driving behavior.
- 2. Those with good scholastic grades had fewer accidents.
- 3. Citizenship grades (a measure of work habits, cooperation and classroom behavior) was the best single predictor of a young driver's traffic conviction and accident record.
- 4. General conclusion asserted that personality studies outweigh driver training. 16

In one of the few reports concerning an ethnic group, Liskey and Rodriguez 17 reported 1,468 Mexican-Americans were involved in accidents within the jurisdiction of the Fresno Police Department between November, 1969, and October, 1970. They also said that slightly less than 50 percent of all accidents in this group involved persons under 25 years of age. The number of Mexican-American drivers under 25 years of age involved in accidents exceeded the national average by 33 percent.

¹⁵w. B. Brookover, "A Social Psychological Theory of School Learning," <u>A Sociology of Education</u>, 2nd. ed.; June 16, 1964, Chapters 2 and 16.

California Department of Motor Vehicles, The Young Driver Follow-up Study, An Evaluation of the Role of Human Factors in the First Four Years of Driving (Sacramento: California Department of Motor Vehicles, 1971).

¹⁷ N. E. Liskey and P. O. Rodriguez, "A Study of Mexican-Americans Involved in Traffic Accidents," The Journal of Traffic Safety Education, XIX (July, 1972), 20 and 39.

People are what past experiences have conditioned them to be. Emotional characteristics such as values, motives, and personal needs are the result of what happened to them in childhood and adolescence. Gazan said that "the youngster is a looking glass reflecting what his life experience labels him." 18

According to Manual, ¹⁹ although one must constantly be aware of individual differences, it is important to know general trends because group characteristics alert one to conditions that may be found in individual cases.

Singer²⁰ described deprivation, frustration, competition, and "ego devaluation" such as an insult to one's race or religion as the principal causes for aggression in the United States.

By looking into the background of ethnic groups, one can see general characteristics that could affect the individual's behavior in a cross-ethnic society. The instructor must also be familiar with these characteristics in relation to student needs.

Harold S. Gazan, "Developing Self Concept in Youth" (paper presented at Education Conference, Michigan Department of Social Services, Michigan State University, May 21, 1971).

H. T. Manual, Spanish-Speaking Children of the Southwest: Their Education and the Public Welfare (Austin, Texas: University of Texas Press, 1965), pp. 33-34.

Robert D. Singer, "Psychologist Claims T.V. Not to Blame for Violence," Monterey [California] Peninsula Herald, July 13, 1972, p. 43.

Characteristics of Selected Ethnic Groups

American Indians

There are as many Indians in the United States now as there were at the time of the first white contact. Real Indian membership is measured by degrees of "Indian blood," and degrees run anywhere from 80 to 100 percent. A great many Indian people dislike the word "Indian"; they prefer to be identified by the name of their tribe. 21 More than 50 different Indian languages are still in use today.

While every Indian youngster is an individual and should be treated as such, the following information may provide some insight and sensitivity toward the behavior tendencies of the American Indian student. ²²

<u>Family.--</u>In the White-American way of doing things, the family is not so important. The police and soldiers take care of protecting you, courts give you justice, the post office carries messages for you, the school teaches you. "Everything is taken care of, even your children, even if you die, but with us the family must do all of that." ²³

Indian students have respect for and respond to authority in the home and in the Indian community. Indians tend to be fearful and withdraw when faced with school authority. Indian children,

²¹S. Levine and Nancy O. Lurie, The American Indian Today (Baltimore, Maryland: Penguin Books, Inc., 1970).

Interview with Mahlon Marshall, Task Force Leader of Indian Affairs, California State Department of Education, Sacramento, California, January 14, 1973.

Pomo Indian saying from David A. Schulz, <u>The Changing Family</u> (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972), p. 41.

starting school with a sparkle and eagerness to learn, tend to be very open. But as they perceive differences between themselves and their non-Indian peers, they withdraw. They become less open as they experience academic failure.

Pride.--Pride is extremely important to Indian learners. It is important to show what one is and what one can do, but not in a boastful way. They have special concerns and pride in being an Indian, and strong feelings about the superiority of the Indian culture. Pride is severely injured by the negative approach schools use in dealing with the American Indian in history. While not basically hostile, they will fight openly if a fight is instigated. Feelings of hostility have grown with feelings of rejection.

Indian students are very sensitive to personal dignity requirements and are more sensitive than non-Indian peers. They withdraw from non-Indian culture because of continuous insults and rejection. Negative remarks about clothes, home, or anything pertaining to Indians produce withdrawal and negative feelings that become progressively more intense with age.

Social relations. -- Indian learners group together in classes, where possible, to establish more "peer" security. They do not usually get involved in group activities. They are taught at home to be independent and self-sufficient, to be quiet and dignified; they do not boast about achievements to outsiders. They find it difficult to respond to a non-Indian because of built-up distrust. A wait-and-see attitude prevails. Each person is judged more on personal merit than on the position he holds.

Work habits. -- Indian students prefer to work at their own pace. They react strongly against group activities that are competitive in nature. The standard group instructional methods for schools produce predictable academic failure for Indian learners. They resent being pushed and do not like time-structured events. They are reinforced by self-accomplishment (internal) criteria versus grades (external).

Mexican-Americans

Tejanos, Cholos, Pochos, Pachucos, Chicanos, Mexicanos,
Latins, Hispanos, Spanish-surnamed, and Mexican-Americans are titles
for the same people. Although a vast majority are mestizos (Indian
and Spanish to varying degrees), many are mulattoes and zambos

(Indian and Negro), and also some have pure Spanish blood. Mexicans,
according to Heller, 24 are the least "Americanized" of all ethnic
groups in the United States.

Family.--Mexican-Americans think of themselves first as family members and second as individuals. As the family protects, so it demands. Each member is a walking symbol of his family. One can increase community respect for his family or drag it down by his behavior. To bring shame on one's family is an unforgivable sin. If the shame is too great, the family will sever relations; one is cast from the home, never to be spoken about again.

C. S. Heller, Mexican American Youth: Forgotten Youth at the Crossroads (New York: Random House, 1966), p. 38.

W. Madsen, Mexican Americans of South Texas (New York: Holt, Rinehart and Winston, 1964), p. 49.

While the family is a beautiful, warm, and comforting institution, it is also a free bed and lunch counter to any nearby relative or visiting "compadre" kin. The unrelated visitor, however, is suspect and any male visitor may be a threat to the wife's purity.

A woman's purity, according to Mexican-American belief, is so fragile that even the hint of a sexual indiscretion casts her into a life of shame, and no respectable male would think of her as a wife.

While a wife's primary obligation is to please her husband with absolute sexual fidelity, the husband has a far different role. He must prove his "Machismo" or manliness by continuing his sexual habits of premarital days. The height of success is to keep a mistress in a second household known as "casa chica." If these outside pursuits should endanger the welfare of his family, however, he faces social disapproval and the intercession of his in-laws.

The father is the absolute ruler of the house; the mother acts as counselor, friend, and bridge to the father. Both parents may punish a daughter, but a son as a rule is disciplined only by the father. Should the dominant role of the father decline, and frequently as the sons become more emancipated, the elder son supersedes the father as mentor and protector of the family. 28

M. S. Edmondson, Los Manitos: A Study of Institutional Values (New Orleans: Tulane University, Middle American Research Institute, 1957), pp. 24-26.

²⁷ Madsen, op. cit., p. 52.

²⁸J. H. Burma, <u>Spanish Speaking Groups in the United States</u> (Durham, North Carolina: Duke University Press, 1966), pp. 23-24.

Social relations. -- In most towns of the Southwest, there is a boundary line separating the Anglo and Latin communities. There are marked differences in the pace, atmosphere, and noise of each side of town. The Anglo housewife has a determined look and definite hustle as she goes her way with purposeful concentration. The Latin shopper casually exchanges pleasantries with a relaxed seller among the strains of gay-sad music, children's laughter, and dogs barking.

Anglo teachers are resented when they visit a home without an invitation, since this violates every rule of the Latin's etiquette.

<u>Work habits</u>.--Anglos regard Latins as the best of all farm laborers--man for man. A Mexican can out-plant, out-weed, and out-pick anyone on the face of the earth. Latins agree, as they think Negros are too clumsy and Anglos too weak to do a good day's work in the fields.

Honor and respect are closely associated with lack of indebtedness or obligation. A favor must be repaid promptly, because a man is not whole and entire when he is indebted to another. To seek help from institutions is acceptance of charity, and reflects upon the failure of the family to provide for its own.

The Mexican-American is not goal oriented like the Anglos, so work is a daily matter rather than for the advancement of the individual. To create envy in another is to be avoided. The Mexican-American does not flout that he is better; this is an insult to his friends. Gossip and ridicule are great leveling devices that are used to remove any attitude or behavior that could arouse envy.

Personal dignification. -- The Mexican-American thinks of himself as both a citizen of the United States and a member of <u>La Raza</u> (the race). The concept of <u>La Raza</u> in Mexico carries the idea of a splendid and glorious destiny. The people of <u>La Raza</u> must suffer in this world and then they will certainly be blessed with joy in the next.

There is a balance of opposites in all aspects of existence. Pain is balanced by pleasure, life by death, creation by destruction, illness by health, and desire by denial. The safest course for the individual lies in avoiding exposure to a position where temptation is too great.

The paramount nature of Divine will is reflected in the saying:
"Haga uno lo Que Laga, todo is lo que Dios quiere" (Do what one will,
everything is as God wishes). One Mexican-American said,

We are not very important in the universe. We are here because God sent us and we must leave when God calls us. God has given us a good way to live and we should try to see the beauty of his commands. We will often fail for many are weak, but we should try. There is much suffering, but we should accept it for it comes from God. Life is sad but beautiful. 30

Education. -- From the Anglo viewpoint, the Spanish language is the primary symbol of "foreignness." For the Latin, Spanish is the primary symbol of loyalty to La Raza. The Mexican-American who speaks English in a gathering is mocked and regarded as a traitor to La Raza.

²⁹G. I. Sanchez, "History, Culture and Education," in <u>La Raza:</u>
<u>Forgotten Americans</u> (South Bend, Indiana: University of Notre Dame
Press, 1966), pp. 23-24.

³⁰ Madsen, op. cit., p. 17.

Because of this exclusive use of Spanish in the home, most children know very little English when they enter school.

The Mexican-American student is in a hostile and bewildering environment at school. If his English is not good, he is criticized by a teacher and ridiculed after class by Anglo students. If his English is good, he is mocked or shunned by his family and native friends for trying to gain favors from the Anglos. 31

California and Texas have 82.1 percent of the total Spanish-surname population in the United States, yet the median for school years completed is 9.0, with the total white population completing 12.1 years. 32

Oriental-Americans

The Hawaiian monarchy recruiting plantation laborers through representatives in Tokyo, the discovery of gold in America, and a revolution in China all at the same time contributed to the immigration of Orientals to the United States.

Family. -- The family is the prime importance among Orientals.

All the family lives together and any wrong-doing not only affects the immediate family, but ancestors as well. The male is dominant head of the family, and the mother as a representative reflects a certain

³¹D. N. Barrett, "Demographic Characteristics," in <u>La Raza:</u>
<u>Forgotten Americans</u> (South Bend, Indiana: University of Notre Dame
<u>Press, 1966)</u>, pp. 159-199.

D. J. Bogue, The Population of the United States (Glencoe: The Free Press, 1959), p. 372.

amount of the authority. The home offers warmth and security, with strict discipline and love, but little overt affection. 33

The community provides plenty of activity, often forming its own teams and leagues which are restricted to its own ethnic group. Children who do not behave are continually threatened with being sent back to relatives in the old country for "straightening out."

Members of one family start a business within the community, often using community money, for the community. Family empires have been built using only members of the one family. 34

Authority. -- The Chinese Exclusion Acts and internment of the Japanese during World War II are prime examples of Oriental regard for authority. The absence of conflict or consternation on the part of the Oriental demonstrates not only great respect for authority, but a personal "Ying Yang" or bamboo in the wind philosophy. 35

Since their first days in the United States, Orientals have complied not only with the laws of America, but with the rules and regulations set forth by the elders and leaders in their own "Little Tokyos or Chinatowns."

³³B. L. Sung, Mountain of Gold (New York: The Macmillan Company, 1967), p. 162.

M. Rosenblum and L. Pratt, "Sun Never Sets on the Third China," The [Monterey, California] Herald Week End Magazine, May 26, 1973, pp. 16-17.

³⁵H. Kitano, <u>Japanese Americans: The Evolution of a Subculture</u>, Ethnic Groups in American Life Series (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969).

Third generation Orientals, however, have become completely acculturated and are starting to question elders concerning civil rights movements of other minorities. These youngsters are showing real disrespect for the old ways and want their "share of the pie."

Personal dignification. -- Part of the success of the Oriental in America has been a result of their ability to respond to the problem of lower status with normative patterns. Their lower status as immigrants was very similar to their role position in their home country. A transfer of the higher status positions to the "white man" and subsequent patterns of deference and humility were relatively easy transitions.

A lower status in the Oriental structure is often associated with humility, service orientation, and a high sensitivity to the needs of the superior. Some of the consequences of this structure, where rewards and punishments are distributed by the whim of superiors, was hypothesized by Mamoru Iga³⁷ as a characteristic of insecurity. This means that Orientals do not become involved with other people's troubles and tend to stay by themselves. Another characteristic is the lack of commitment to abstract and absolute ideals. Instead, there is a substitution that leads to a blind following of government or other officials with little or no criticism.

The third characteristic is opportunism, since "superiors" define what is right and the "inferior" is constantly caught in the position of having to adapt to the new variations.

T. Chen, "The Oriental-American's Plight" (paper prepared for California State Department of Education, Bureau of Intergroup Relations, Sacramento, California, September 5, 1969), p. 4.

³⁷Kitano, <u>op. cit.</u>, p. 103.

Work habits. -- The behavior of the Oriental is generally described as "good." Goodness means different things in different contexts. To the school teacher, it means that Oriental students are quiet, obedient, and diligent. The teacher does not realize it is part of Oriental culture to tell the teacher what he wants to hear (parroting). An Oriental student does not ask questions because the teacher "expects" everyone to understand what was just explained. An employer considers his Oriental employee "good" because he is well trained, well-educated, and highly motivated (this is what the employer expects).

Hechter and Borhani, ³⁹ in California, reported that the Oriental child at birth can expect to live approximately six to seven years longer than the white child and ten to eleven years longer than the Negro.

Social relations. -- In terms of the general society, Orientals are "good" because they don't get into trouble and are kept in their place. This is somewhat different in Japan, as drunkenness and gambling appear to be culturally based. Belli 40 reported that a drunk driver arrested for having an accident in Japan may defend himself on the grounds that he was too drunk to violate the law intentionally.

M. Belli and D. R. Jones, <u>Belli Looks at Life and Law in Japan</u> (New York: Bobbs-Merrill Co., 1960), p. 118.

³⁹H. H. Hechter and N. O. Borhani, "Longevity in Racial Groups Differs," California Health, XXII (February 1, 1965), 130.

⁴⁰ Belli, <u>loc. cit</u>.

Of the active churches comprising the Southern California

Ministerial Fellowship (an Oriental Protestant body), over half reported

Caucasians among their congregations.

Approval of dating other ethnic groups by Japanese parents⁴² and their children is changing with each succeeding generation, as shown by the following comparison.

	Nesei	Sansei
	(2nd Generation)	(3rd Generation)
Other Orientals	49%	68%
Caucasians	45	65
Mexicans	5	27
Negros	3	8

White-Americans

Americans are first in war, first in peace, first in tree sitting, gum chewing, peanut pushing, and bobbing up and down in the water. All the matters not so much what is done as who is first or last, biggest or smallest. Whatever it is must be measured, and after it is measured, which is the top and what is my score.

The White-American family is strongly affected by factors associated with socioeconomic class. The family, its size, typical structure, and pattern of life--from the way it earns a living to the manner in which it raises and controls its children--are all functions of its status. This status is primarily determined by the occupation

⁴¹ Hosokawa, op. cit., p. 88. 42 Kitano, op. cit., p. 177.

Mainliner, United Air Lines Magazine, XI (May, 1973), 22.

of the head of the household and the income that occupation provides.

Certain beliefs, attitudes, and behaviors that are commonly shared to support a single pattern characteristic of all Americans include professed belief in and actual practice of monogamy; legal marriage; legal dissolution of marriage prior to remarriage; limitation of sex relations to the spouse; legitimacy of children through birth in wedlock; joint residence of husband, wife, and dependent children; financial and personal responsibility of parents for the rearing of their children; and preparation of children for their adult roles. 45

To be vertically mobile in America means, in part, that one must disassociate himself from ethnic and racial influences and conform to the more broadly accepted norms of the upper classes. Ordinarily this is accomplished over several generations and with a minimum of overt coercion. Thus, upper-middle-class Blacks and Whites, Protestants and Catholics, live in families that are more alike than they are different, no matter whether one looks at New England, the South, or the West.

Not only is the family placed in the stratification system

primarily by virtue of the occupation and income of the husband-father,

but it tends to socialize its children in the pattern of life more or

less distinctive of its class. Teachers, being largely from the middle

⁴⁴ E. Litwak, "Geographic Mobility and Extended Family Cohesion," in <u>Family and Change</u>, ed. by John N. Edwards (New York: Alfred A. Knopf, 1969), pp. 70-72.

⁴⁵ R. S. Cavan, "Subcultural Variations and Mobility," in <u>Handbook</u> of <u>Marriage</u> and the <u>Family</u>, ed. by Harold T. Christensen (Chicago: Rand McNally, 1964), p. 535.

class, tend to reward children who behave like middle-class children should and tend to punish those who do not. Therefore, the parents who are most effective in teaching their children how to cope with the world of ghetto streets are also bringing them up in a way that will handicap them in their ability to cope with the school system. 46

Upper class. -- A child born into an upper-class family does not have to worry about his social status; he is "somebody," and his socialization reinforces his self-confidence. A strong emphasis on a patriarchal family is discernible in this class, with the eldest living male member of the family presiding over its financial welfare. Since the status of all depends upon the inherited wealth that is transferable in part through marital arrangements, the extended family keeps a close watch over its marriageable members. The family name is especially important; therefore sons have special significance as the persons to carry on the lineage. Wives are expected to accept the cultural elements of this group and to preserve a proper style of life. 47

Middle class.—A small ethnic community and an even smaller

Black contingency completes the composition of the middle class. The

religious affiliation of this class reflects family background and has

a higher proportion of non-Protestants as well as a wider spread of

Protestant denominations than the upper class.

^{46&}lt;sub>M. L. Kohn, Class and Conformity</sub> (Homewood, Illinois: Dorsey, 1969), pp. 134-139.

⁴⁷ Cavan, op. cit., p. 546.

The middle class is the most "success" oriented. The pattern of child rearing reflects strong emphasis upon achievement and competition. Respect for adults and conformity to authority are expected, with a marked division of labor in segregated male-female roles. White-collar jobs are typical, and economic hardship a real possibility during times of recession. The man is clearly the head of the house, but the woman is in charge of the budget. She may go to work to fulfill her own striving for success to get to the upper class.

Lower class. -- The vast majority of the poor are White (68.5 percent). 48 Lower-class families are larger than upper- or middle-class families, and parents, in part because of an inability to provide support and protection for their children, have relatively less control over them. The husband-father's inadequate and sporadic employment does not provide him with status in his household, and other status supports must be sought.

The children's relatively poor performance in school reflects in part the inadequacy of their diet and the resultant poor health, the lack of privacy, and insufficient funds to buy clothing and school supplies.

Few people in this class complete high school, and occupations are characteristically unskilled, frequently seasonal jobs that provide income inadequate to overcome the poverty level.

⁴⁸ U.S., Bureau of the Census, Current Population Reports, Series P-60, No. 68, "Poverty in the United States: 1959-1968" (Washington, D.C.: Government Printing Office, 1969), p. 11.

In the lower class there is a greater number of single-parent families. However, children are more readily accepted into female-headed families. Children are more likely to be born out of wedlock, and there is not an inclination to marry as a result of an illicit conception. It is not unusual for the young mother to live with her parents, and her mother shares in caring for the child.

Black-Americans

Some have argued that a caste system best describes race relations in America, but this is not particularly apt since there is some intermarriage and integration in the "mainstream" on the one hand and a noticeable stratification within the Black community on the other. 49

When Blacks and Whites intermarry, Black men tend to marry White women more than White men tend to marry Black women--by about three to one. Merton suggested that in the former case it is possible for a more reciprocal exchange to take place. The Black male "exchanges" his relatively greater class position for the relatively greater caste position of his wife. Ordinarily, society does not consider it necessary for the relationship between a White male and a Black female to terminate in marriage.

<u>Upper class.--Upper-class Blacks associate with other upper-</u>
class Blacks and have greatest separation from the masses both

⁴⁹J. Golden, "Characteristics in the Negro-White Intermarried in Philadelphia," American Sociological Review, XVIII (1953), 177-183.

R. Merton, Social Theory and Structure (New York: Free Press, 1963), p. 173.

geographically and economically. ⁵¹ The upper class is composed of families headed by men and women whose parents were upper or upper middle class: judges, governmental officials, physicians, dentists, or teachers. Vulnerability of the upper-class Blacks is reflected in that they earn considerably less in their lifetimes than many middle-class Whites, and must rely upon the income of their wives to maintain status. Significantly, the status of a Black family is as much a reflection of the education and occupation of the mother as it is of the father. ⁵²

Although a few Blacks who have amassed great wealth or achieved fame in the larger society might be considered upper class by objective standards, most Blacks who are considered upper class within their own community would not be so considered if they were White. School teachers are a notable example. Within the Black community they are frequently considered to be upper class; White school teachers are rarely so considered. 53

Families of the Black upper class are smaller in size than those of comparably educated Whites. The number of female-headed families is comparable to the number in the White community after the family income exceeds \$7,000.

⁵¹A. Billingsley, Black Families in White America (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 124.

⁵²Ibid., p. 125.

⁵³ E. F. Frazier, The Negro Family in the United States (Chicago: University of Chicago Press, 1966), p. 191.

A. Pinkney, <u>Black Americans</u> (Englewood Cliffs, New Jersey: Prentice-Hall, 1969), p. 71.

Middle class.--Often Black middle-class parents both work, and the conjugal relationship is likely to be equalitarian or somewhat patriarchal. The middle class is delineated from the lower class by a pattern of behavior expressed in stable family and associated relationships, great concern with "front" and "respectability," and drive for "getting ahead." All of this finds an objective measure in standard of living--the way people spend their money--and in public behavior. 55

Frazier⁵⁶ saw the "Black Bourgeoisie" with little time for family traditions to emerge. They tend to imitate White society and thus have "culture without substance."

The "average" middle-class working family is Protestant. It has two legally married parents with the father earning little more than \$5,000 per year as a semi-skilled craftsman, and the mother staying home to take care of the children. They hope the children will become skilled technicians, specialized clerical workers, or go into the minor professions. The average mother participates in at least two community activities, votes in elections, reads two newspapers, and listens to radio and television for world information. 57

Lower class.--Billingsley described seven bases of what it means
to be poor and Black:

⁵⁵ St. Clair Drake and Horace Cayton, Black Metropolis: A Study of Negro Life in a Northern City (New York: Harper and Row, 1962), pp. 661-662.

⁵⁶ Frazier, op. cit., p. 328.

⁵⁷C. Dunmore, "Social-Psychological Factors Affecting the Use of Educational Opportunity Programs by Families Living in a Poverty Area" (unpublished Ph.D. dissertation, Brandeis University, 1967), quoted in Billingsley, op. cit., pp. 137-138.

- 1. Location--The conditions of life for low-income black families are most abject in the rural South, less so in the urban South, and still less so in the urban North and West. The ability of black families to meet the requirements of society, particularly for achievement, is highly associated with this geographic patterning.
- 2. Socioeconomic status--It makes a great difference in both family structure and achievement if the family is in the under class, the working poor, or the working nonpoor.
- 3. The life style of the family varies with its structure. Among lower-class families there are six types; basic families with two married adults and no children, nuclear families, attenuated nuclear families with one parent missing, extended families, subfamilies or augmented families with nonrelatives functioning as intimate members of the household.
- 4. Patterns of decision making—the vanishing patriarchies, the resilient matriarchies, and the expanding equalitarian families.
- 5. Size--an important variable which may serve as both facilitator of achievement and an obstacle depending upon the other family characteristics.
- 6. Division of labor--the segmented relationships where husband and wife have their separate spheres of activity which are probably most common and the collaboration characteristic of a significant minority where there is role flexibility and mutual cooperation between husband and wife in meeting instrumental needs.
- 7. Attitudes toward authority and socialization of children—Some low-income black families take very good care of their children, striving to understand and shape the character of their children. An intermediate group functions less well in the controlling of their children who may be in and out of trouble. At the bottom, there is a group that is most chronically unstable whose children are most likely to get into trouble or be neglected. 58

Chapter II reviewed the literature in two sections: (1) behavioral attitudes and their relation to traffic safety, and (2) cultural traits of the selected ethnic groups.

The methodology, sample, and test instrument are explained in Chapter III.

⁵⁸Billingsley, <u>op. cit.</u>, pp. 142-144.

CHAPTER III

METHODOLOGY

Chapter II presented a review of the literature concerning the importance to traffic safety of personality and behavioral characteristics, the feasibility of tests showing personality and cultural traits of students, and the culture of five ethnic groups.

This chapter is designed to explain the methodology, sample, and test instrument used in this study.

The intent of the study was to compare: (1) differences in personal adjustment of five major ethnic groups, (2) differences of individuals in each ethnic group in terms of degrees of self-control, and (3) differences in responses to each individual item in the Mann Inventory by ethnic group.

Hypotheses

Included in this study were the following three research hypotheses:

- Hypothesis 1: There will be significant differences of the means in the personal adjustment of five ethnic groups and sex within ethnic groups as measured by the total scores on the Mann Inventory.
- Hypothesis 2: There will be significant differences in degree of self-control among five ethnic groups and sex within ethnic groups as shown by the subscores on the Mann Inventory.

Hypothesis 3: There will be significant differences between the five ethnic groups and sex within ethnic groups, in responses to individual items on the Mann Inventory.

Collection of Data

The Mann Inventory was administered during spring semester,

1973, to the sophomore class of nine communities in Monterey County,

California, in order to obtain data for investigation of the problems

stated in the three research hypotheses.

The principal of each school was visited personally and the purpose of the Inventory was explained. Seven of the ten principals were vehement concerning the anonymity of the individual and the school. Six principals expressed a desire for the researcher to return and discuss the findings with personnel of their schools. Permission was granted by all schools (except two private schools) in the county to give the Inventory during regularly scheduled classes.

A coordinator for each school was appointed. (The coordinator, an instructor of the school, was a member of the researcher's class at the time.) The coordinators were instructed in the administration of the Inventory, and the Inventories were distributed.

All students were assured by the instructor that there was absolute anonymity and that they should answer each question to the best of their ability. If there was a question that they could not answer honestly, they could leave it blank. They were told to mark the ethnic group to which they felt they belonged.

See Appendix A.

The average time for completion was 20 minutes, with the exception of the English as a Second Language class, which took the full period. After completing and returning the Inventory to the instructor, the Inventory could be discussed. The instructors expressed extremely favorable impressions concerning the discussion originated by the students regarding the Inventory. Appendix B lists a cross-section of the randomly selected views written by the students upon completion of the Inventory.

Sample

The sample population of this study consisted of 2,508 students enrolled in nine public high schools and one parochial school. The subjects being studied were all in the spring semester, 1973, driver education programs at their respective schools. Table 3.1 presents the frequency distribution of the males and females in each of the five ethnic groups used in this investigation. Because of the proximity of the schools to one another and comprehensive crosssection of ethnic and socio-economic similarity in each school, it was decided to compare them on a basis of cultural background and sex.

Although driver education was normally a sophomore class, age range was caused by schedule differences, moving from school to school, and personal choice. The frequency distribution of the sample population in percentage according to age by ethnic group and sex is shown in Table 3.2. There was a shortage in the age tabulation because 28 (24 percent) Black-American males and 20 (22 percent) Black-American females failed to answer this question on the question-naire. The reason is unknown and because of the anonymity asked for by the principals, even the school is unknown.

Table 3.1.—The frequency distribution of the sample population classified according to ethnic group and sex.

Ethnic Group	Males	Females	Total	Percent
American Indian	39 Al ^a	39 A2 ^a	78	3.1
Black-American	92 B1	88 B2	180	7.1
Mexican-American	152 M1	172 M2	324	12.9
Oriental-American	102 01	90 02	194	7.7
White-American	708 W1	694 W2	1402	55.9
Other	168 Tl	164 T2	332	13.2
Total	1261	1247	2508	

 $^{^{\}mathbf{a}}$ Symbol to be used later to designate the ethnic groups and \mathbf{sex} :

Al is American Indian male

A2 is American Indian female

Bl is Black-American male

B2 is Black-American female

Ml is Mexican-American male

M2 is Mexican-American female

Ol is Oriental-American male

O2 is Oriental-American female

Wl is White-American male

W2 is White-American female

Tl is Other male

T2 is Other female

Table 3.2.--Frequency distribution of the sample population classified by percentage according to age.

Ethnic Group	Sexª	Symbol ^b	Under 15	15	16	17	Over 17
American	М	Al	5.1	43.6	30.8	17.9	2.6
Indian	F	A2	.0	46.2	41.0	12.8	.0
Black-	М	Bl	2.2	16.3	41.3	12.8	3.3
American	F	B2	2.3	52.3	14.8	8.0	.0
Mexican-	M	Ml	.0	34.2	44.7	17.1	3.9
American	F	M2	4.1	36.0	41.9	16.9	1.2
Oriental-	М	01	2.9	56.9	32.4	5.9	2.0
American	F	02	.0	53.3	37.8	8.9	.0
White-	М	W1	.8	52.3	39.1	7.2	.6
American	F	W2	1.0	57.1	35.3	6.5	.1
Other	М	Tl	.0	50.0	44.6	4.8	.6
	F	Т2	.6	50.0	41.5	6.1	1.8
Average	М		1.0	47.3	39.9	8.2	1.3
by Sex	F		1.4	52.3	35.9	8.3	.2
Average			1.2	49.8	37.9	8.3	.8

M = males; F = females.

Symbol to be used later to designate the ethnic group and sex:

Al is American Indian male

Al is American Indian female

Bl is Black-American male

Ol is Oriental-American female

White-American male

B2 is Black-American female
M1 is Mexican-American male
W2 is White-American female
T1 is Other male

M2 is Mexican-American female
T2 is Other female

There were 24 percent Black-American males and 22 percent Black-American females that did not respond to this question.

Students of Monterey County were selected because of: (1) ethnic group composition; (2) similar one-semester, regular school day driver education programs, (3) interchange of students--same athletic leagues, school and social pursuits; (4) geographic location--all schools were within a 30-mile radius and accessible by one highway to the north and south, (5) communities were similar in character--living in one area, but commuting within other communities for business and pleasure, and (6) availability of students and instructors.

Table 3.3 shows a comparison of population percentages used in this study, in Monterey County, and in the state of California. This study is very close to the average percentage in the tenth grades of the state of California in both Black-American and Mexican-American population, but light in White Americans and heavy with Oriental-Americans.

Questions 4, 5, and 6 were considered together, because of their similarities. Table 3.4 shows the frequency distribution in percentage of the sample population according to the yearly income of the family, as answered in question 4. Note that 77.7 percent of the Mexican-Americans had a yearly income of less than \$15,000, compared with 52.3 percent of the Black-Americans and 48.3 percent of the White Americans earning less than this amount.

In addition, the information concerning parents' schooling presented in Table 3.5 (father's formal schooling) and Table 3.6 (mother's formal schooling) shows that 65.3 percent of the fathers and 69.4 percent of the mothers of Mexican-Americans did <u>not</u> complete high school. Also, only 5.8 percent of the fathers and 3.6 percent of the mothers of Mexican-Americans completed college. When comparing these

Table 3.3.--The frequency distribution of ethnic groups by percentage in the sample and selected educational levels of Monterey County, state of California, University of California, and colleges in California.

Ethnic Group	This Study	10th Grade Monterey Co.	10th Grade California	All Grades California	University of California	Colleges in California
American Indian	3.1	.2	4.			
Black- American	7.1	7.8	8.7	12.5	3.6	4.8
Mexican- American	12.9	17.6	14.2	16.0	3.2	5.4
Oriental- American	7.7	3.5	2.2	2.0	3.8	4.5
White- American	55.9	67.7	73.8	69.5	85.2	82.1
Other	13.2	3.2			4.0	3.1

Table 3.4.—The frequency distribution of the sample population classified by percentage according to the yearly income of the family.

Ethnic Group	Se x	Symbol ^b	Under 5,000	Between 5,000- 15,000	Between 15,000- 25,000	Over 25,000
American	М	Al	5.1	51.3	33.3	10.3
Indian	F	A2	5.1	38.5	38.5	17.9
Black-	M	Bl	7.6	39.1	39.1	14.1
American	F	В2	13.6	44.3	30.7	11.4
Mexican-	М	Ml	23.7	57.9	17.1	1.3
American	F	M2	31.4	42.4	19.8	6.4
Oriental-	М	01	4.9	57.8	26.5	10.8
American	F	02	6.6	61.1	27.8	4.4
White-	M	Wl	2.5	43.9	38.0	15.5
American	F	W2	4.2	46.0	37.5	12.4
Other	М	Tl	8.3	50.6	31.5	9.5
	F	Т2	6.7	51.8	29.3	12.2
Subtotal	М		6.5	47.5	33.6	12.4
	F		9.1	47.0	32.8	11.0
Average			7.8	47.2	32.2	11.7

a_M = males; F = females

Al is American Indian male

A2 is American Indian female

Bl is Black-American male

B2 is Black-American female

Ml is Mexican-American male

M2 is Mexican-American female

Ol is Oriental-American male

O2 is Oriental-American female

Wl is White-American male

W2 is White-American female

Tl is Other male

T2 is Other female

bSymbol used to designate the ethnic group and sex:

percentages with the Black-Americans and White-Americans, there was a marked difference.

Table 3.5.—The frequency distribution of the sample population classified by percentage according to the father's formal schooling.

Ethnic Group, Sex	Stopped Before 8th	Completed 8th Grade	Completed High School	Completed Junior College	Completed College
Al	7.7	25.6	48.7	12.8	5.1
A2	5.1	15.4	38.5	10.3	30.8
ві	2.2	6.5	53.3	17.4	20.6
B2	5.7	11.4	52.3	11.4	19.3
Ml	42.1	21.7	25.7	6.6	3.9
M2	45.3	21.5	22.7	2.9	7.6
01	7.8	10.8	43.1	17.6	20.6
02	7.8	11.1	50.0	14.4	16.7
Wl	2.7	12.0	33.3	13.7	38.3
W2	3.0	13.0	34.6	13.4	36.0
Tl	7.1	11.3	40.5	15.5	25.6
T2	9.1	15.9	39.0	9.1	26.8
Sub-	8.6	13.0	36.0	13.6	28.7
total	10.3	14.4	36.0	11.2	28.1
Average	9.4	13.7	36.0	12.4	28.4

Key: Al is

Al is American Indian male

A2 is American Indian female

Bl is Black-American male

B2 is Black-American female

Ml is Mexican-American male

M2 is Mexican-American female

Ol is Oriental-American male

O2 is Oriental-American female

Wl is White-American male

W2 is White-American female

Tl is Other male

T2 is Other female

Table 3.6.—The frequency distribution of the sample population classified by percentage according to the mother's formal schooling.

Ethnic Group, Sex	Stopped Before 8th	Completed 8th Grade	Completed High School	Completed Junior College	Completed College
Al	7.7	28.2	41.0	7.7	15.4
A2	2.6	20.5	35.9	17.9	23.1
Bl	2.2	15.2	44.6	12.0	26.1
В2	1.1	14.8	55.7	17.0	11.4
Ml	43.4	25.7	22.4	6.6	2.0
M2	45.9	23.8	23.3	2.3	5.2
01	3.9	9.8	51.0	11.8	24.5
02	13.3	7.7	48.9	12.2	17.7
Wl	1.4	7.1	48.7	16.7	26.1
W2	1.3	10.8	46.0	17.3	24.6
Tl	4.8	11.9	51.8	14.9	17.3
Т2	11.6	18.9	42.7	11.6	15.2
Sub-	7.4	11.4	45.4	14.1	21.6
total	9.7	14.0	43.0	14.1	19.2
Average	8.5	12.7	44.2	14.1	20.4

Key: Al is American Indian male

A2 is American Indian female

Bl is Black-American male

B2 is Black-American female

Ml is Mexican-American male

M2 is Mexican-American female

Ol is Oriental-American male

O2 is Oriental-American female

Wl is White-American male

W2 is White-American female

Tl is Other male

T2 is Other female

The Test Instrument

The Mann Inventory is a personality inventory consisting of 63 items designed to reflect an individual's feelings toward himself, others, and socially established mores. Reactions to the items in the Mann Inventory are shown by checking one of five responses: (a) always, (b) usually, (c) sometimes, (d) rarely, and (e) never. (See Appendix A.)

A progressive assignment of points for each response deviating from the established accepted response gives a total score for each individual. A cut-off score signifies those that are average and extreme in degree of personal adjustment.

Selected items in the Mann Inventory are used to establish the criteria for identifying four behavioral categories: (1) over-controlled, (2) under-controlled, (3) both under- and over-controlled, and (4) normal. The assignment of points results in subscores that indicate the individual has characterized himself as belonging to one of the above classifications.

The reliability of the Mann Inventory was established by Kenel as follows:

The reliability of the Mann Inventory was determined by application of product moment coefficient of correlation to two separate administrations of the instrument. Correlation values of .697 - .986 were derived. With 63 degrees of freedom, these values indicate a high to very high correlation with a marked or dependable relationship.²

²F. Kenel, "The Effectiveness of the Mann Inventory in Classifying Young Drivers Into Behavioral Categories and Its Relationship to Subsequent Driver Performance" (unpublished Ph.D. dissertation, Michigan State University, 1967).

O'Leary, in a follow-up investigation over a five-year period, substantiated Kenel's findings concerning behavioral grouping and future driving violations. Quane and Covert added to the reliable methodology of grouping individuals into over-controlled, undercontrolled, and average behavioral categories with the use of the Mann Inventory.

Validity in the relationship to instructor-observed behavior and responses to items in the Mann Inventory was established by ${\sf Kenel}^6$ and ${\sf Covert.}^7$

Sinkoff, ⁸ using the Mann Inventory, found significant differences between the personal adjustment of inner-city Blacks and White parochial high school students. This and previously cited research has shown that the Mann Inventory will sufficiently discriminate for the purposes of this investigation. The Mann Inventory form used by this researcher is comparable to the forms used in the research noted above.

³ O'Leary, op. cit.

L. Quane, "The Relationship of Visual Perceptual Capabilities as Measured by the Perception of Traffic Hazards Test and Behavioral Categories as Measured by the Mann Inventory (unpublished Ph.D. dissertation, Michigan State University, 1970).

⁵W. Covert, "Relationships Between Self-Concepts of the Young Driver and Ratings of Behavior by Driver Education Instructors and the Mann Inventory" (unpublished Ph.D. dissertation, Michigan State University, 1972).

Kenel, op. cit. 7
Covert, op. cit.

A. Sinkoff, "A Comparison of Two Cultural Groups Through the Use of the Mann Inventory" (unpublished Ph.D. dissertation, Michigan State University, 1969).

Procedure for Analysis

Sixty-five Inventories were hand scored for use as a reference and check of instrument scoring accuracy.

Responses to the Inventory were machine punched onto data collection cards for use in a 1700 Burroughs operated by the Data Instruction Faculty of Monterey Peninsula Community College.

Forms, procedures, and data processing techniques were further developed by Michigan State University's College of Education Data Processing Department for instrument scoring. Means and percentage analysis for the various classifications were compiled at HumRRO's West Coast facility.

The Inventories were divided into homogeneous groups by sex and ethnic group classification, then machine scored. This resulted in 12 sets of individual and group test scores to be used for identification purposes. They are identified as:

AlAmerican Indian	Male
A2American Indian	Female
BlBlack American	Male
B2Black-American	Female
MlMexican-American	Male
M2Mexican-American	Female
OlOriental-American	Male
O2Oriental-American	Female
WlWhite-American	Male
W2White-American	Female
TlOther	Male
T2Other	Female

Three procedures were utilized in the analysis of the data:

(1) two-way ANOVA, (2) chi-square test of significance, and (3) the t-test of significance.

The two-way ANOVA was employed to determine the relationship among students of various ethnic groups' personal adjustment as measured by the total scores of the Mann Inventory according to the classifications:

- 1. Male vs. male (different ethnic group)
- 2. Female vs. female (different ethnic group)
- 3. Male vs. female (same ethnic group)

The chi-square test of significance was utilized to determine the difference between students' personal adjustment (over- and/or under-controlled) as measured by the subscores in the Mann Inventory according to the classifications:

- 1. Male vs. male (different ethnic group)
- 2. Female vs. female (different ethnic group)
- 3. Male vs. female (same ethnic group)

The t-test of significance was used to determine the differences of responses to individual items in the Mann Inventory according to the classifications:

- 1. Male vs. male (different ethnic group)
- 2. Female vs. female (different ethnic group)
- 3. Male vs. female (same ethnic group)

The .05 level of significance was established as the criterion for accepting or rejecting all hypotheses.

In Chapter III the methodology was explained, the sample described, and the test instrument examined.

An analysis of the data covering the questionnaire and the three research hypotheses is found in Chapter IV.

CHAPTER IV

ANALYSIS OF THE DATA

In Chapter III the methodology, the sample, and the test instrument were described. The procedure for analysis was explained. An analysis of the data is presented in this chapter.

The first six questions contained demographic material showing (1) sex, (2) age, (3) ethnic group, (4) family income, (5) father's formal schooling, and (6) mother's formal schooling. Questions 7 through 69 were concerned with the Mann Inventory (Appendix A). The data analysis will be covered by the three research hypotheses given in Chapter III.

There was a fairly even distribution of males (1261) and females (1247), with 87.7 percent in the 15 and 16 age bracket. The ethnic groups were divided closely to the state of California's tenth grade percentages, with a greater number of Oriental-Americans. The average family income was between \$5,000 and \$25,000 (79.4 percent), but 77 percent of the Mexican-Americans had a yearly income of less than \$15,000. The parents' formal schooling also showed the Mexican-Americans to be greatly different than the other ethnic groups, with 65.3 percent of the fathers and 69.4 percent of the mothers not finishing high school, while the average of all groups showed 76.8 percent having completed high school.

Hypothesis 1

The first research hypothesis stated:

There will be significant differences of the means in the personal adjustment of five ethnic groups and sex within ethnic groups as measured by the total scores on the Mann Inventory.

Table 4.1 presents the mean total scores of the Mann Inventory by ethnic group and sex. The .05 level will be used for acceptance. This table shows the White-American female to have the lowest mean score with 29.46, the Oriental-American female to follow closely with 30.66, and the Mexican-American female to have the highest with 36.98, closely followed by the Black-American female with 36.73. The males in all ethnic groups were higher than the respective females, with the White-Americans having the largest spread in total mean scores (5.08 points).

When tested by a two-way analysis of variance, the following results were shown:

Dependent Measure: Weighted Total Score on Mann Inventory. Independent Variables: Ethnic Group and Sex.

Sources of Variation	d.f.	M.S.	<u> </u>	p less than
Sex (S)	1	7794.01	43.41	0.0001
Ethnic Group (E)	5	2538.57	14.14	0.0001
S-E Interaction	5	386.41	2.15	0.0568
Error (within)	2441	179.55		

The two-way ANOVA showed a significant difference at the .0001 level for the sex variable and the ethnic group variable. The univariate analysis concerning sex-ethnic groups showed p less than 0.0568. Therefore, the first research hypothesis must be rejected. This means there was not a significant difference of the means in the personal adjustment

Table 4.1.--Comparison of means based on total scores of the Mann Inventory by ethnic group and sex.

Ethnic Group	Sex	Symbol	Mean	Standard Deviation
American	М	Al	35.90	15.02
Indian	F	A2	35.21	14.56
Black-	М	Bl	37.23	15.15
American	F	B2	36.73	14.08
Mexican-	М	Ml	39.13	13.66
American	F	M2	36.98	12.08
Oriental-	М	01	32.59	12.06
American	F	02	30.66	11.91
White-	М	Wl	34.54	15.07
American	F	W2	29.46	11.54
Other	М	Tl	35.10	14.43
	F	T2	33.41	12.47

Key: Al is American Indian male

A2 is American Indian female

Bl is Black-American male

B2 is Black-American female

Ml is Mexican-American male

M2 is Mexican-American female

Ol is Oriental-American male

O2 is Oriental-American female

Wl is White-American male

W2 is White-American female

Tl is Other male

T2 is Other female

of five ethnic groups and by sex within ethnic group as measured by the total scores on the Mann Inventory.

Hypothesis 2

The second research hypothesis stated:

There will be significant differences in degree of self-control among five ethnic groups and sex within ethnic groups as shown by the subscores on the Mann Inventory.

The chi-square test of significance was used to test Hypothesis 2 with a .05 level of significant difference. Table 4.2 presents the chi-square comparison of ethnic groups classified in the normal category by the subscores on the Mann Inventory.

Table 4.2.--Chi-square comparison of ethnic groups classified in the normal category by the subscores on the Mann Inventory.

	Black- American	Mexican- American	Oriental American	White- American
American Indian	10.052**	4.844*	2.263	2.670
Black- American		2.808	32.970***	52.923***
Mexican- American			26.771***	58.923***
Oriental- American				0.033

^{*}Significant at .05 level.

^{**}Significant at .01 level.

^{***}Significant at .001 level.

Table 4.2 indicates that the Mexican-Americans were significantly different than the American Indians (.05), the Oriental-Americans (.001), and the White-Americans (.001). The Black-Americans were significantly different than the American Indians (.01), the Oriental-Americans (.001), and the White-Americans (.001). This shows that the rank order from highest to lowest in the normal category by the subscores on the Mann Inventory was: White-American, Oriental-American, American Indian, Black-American, and Mexican-American.

Table 4.3 shows the Black-American males were significantly different than the Oriental-American males (.05) and the White-American males (.05). The White-American females were significantly different than the American Indian females (.05), the Black-American females (.001), and the Mexican-American females (.001). The Oriental-American females were significantly different than the Black-American females (.05) and the Mexican-American females (.001). The White American females scored much higher and were significantly different than the White-American males (.001).

The rank order from highest to lowest in the normal category between sex on the subscores on the Mann Inventory was the same as mentioned above.

Table 4.4 presents the chi-square comparison of ethnic groups and by sex within ethnic groups classified in the under-controlled category as measured by the subscores on the Mann Inventory.

Table 4.3.—Comparison of ethnic groups by sex classified in the normal category as measured by the subscores on the Mann Inventory.

					
Male	to Male				
		Bl	Ml	Ol	Wl
Al		1.024	2.565	0.475	0.056
Bl			0.499	5.010*	4.465*
Ml				10.401**	13.341***
01					0.716
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A 2	0.000				
B2		0.348			
M2			0.027		
02				1.123	
W2					32.298***
Fema.	le to Female				
	A2	B2	M2	02	
B2	0.301				
M2	2.297	1.543			
02	2.235	6.543*	17.235***		
W2	4.889*	17.511***	55.033***	0.305	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is America	n Indian male	01	is	Oriental-American male
	A2 is America	n Indian female	02	is	Oriental-American female
	Bl is Black-A	merican male	Wl	is	White-American male
	B2 is Black-A	merican female	W2	is	White-American female
	Ml is Mexican	-American male	Tl	is	Other male
	M2 is Mexican	-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.4.—Chi-square comparison of ethnic groups and sex within ethnic groups classified in the under-controlled category as measured by the subscores on the Mann Inventory.

Group	to Group				
		Black- American	Mexican- American	Oriental- American	White- American
Americ Indian		0.012	4.909*	4.972*	1.324
Black- Americ			8.178**	7.622**	2.269
Mexica Americ				0.046	5.762*
Orient Americ					4.767*
Male t	 o Male				
		Bl	Ml	01	Wl
Al		0.497	3.546	2.170	1.729
Bl			2.349	0.982	0.540
Ml				0.221	1.847
01					0.331
Female	to Female				
	A2	В2	M2	02	
B2	0.389				
M 2	1.720	7.153**			
02	2.789	8.706**	0.459		
W2	0.079	2.064	5.129*	6.483*	
	*Significant a	at .05 level.			
	**Significant a	at .01 level.			
-	Al is American 1 A2 is American 1 B1 is Black-Amer B2 is Black-Amer M1 is Mexican-Ar M2 is Mexican-Ar	Indian female cican male cican female merican male	O2 is (Wl is (W2 is (Tl is (Oriental-Americ Oriental-Americ White-American White-American Other male Other female	can female male

Table 4.4 shows that Mexican-Americans were significantly different than American Indians (.05), Black-Americans (.01), and White-Americans (.05). Also, the Oriental-Americans were significantly different than American Indians (.05), Black-Americans (.01), and White-Americans (.05) when comparing ethnic groups in the under-controlled category as measured by the subscores on the Mann Inventory. In rank order from the most under-controlled to the least under-controlled by percentage were: Oriental-American, Mexican-American, White-American, Black-American, and American Indian.

There were no significant differences when comparing the males in the under-controlled category.

The Black-American females showed a significant difference when compared with Mexican-American females (.01) and Oriental-American females (.01). The White-American females also showed a significant difference when compared with the Mexican-American females (.05) and the Oriental-American females (.05).

The rank order of males in the under-controlled category from the most under-controlled to the least was: Mexican-American, Oriental-American, White-American, Black-American, and American Indian. The rank order for the females in the under-controlled category was:

Mexican-American, Oriental-American, American Indian, White-American, and Black-American.

Table 4.5 shows the chi-square comparison of ethnic groups and by sex within ethnic groups in the over-controlled category as measured by the subscores on the Mann Inventory. There was only one significant difference, at the .05 level--that between the Mexican-American and the Black-American ethnic groups.

Table 4.5.--Chi-square comparison of ethnic groups and sex within ethnic groups classified in the over-controlled category as measured by the subscores on the Mann Inventory.

		Black- American	Mexican- American	Oriental- American	White America
American					
Indian		0.320	0.311	0.292	0.247
Black- American			6.460*	1.868	2.439
Mexican- American				0.000	0.042
Oriental- American					0.037
Male to Male	<u>e</u>				
		Bl	Ml	01	Wl
Al		0.416	0.065	0.227	0.437
Bl			0.328	0.049	0.010
Ml				0.106	0.431
01					0.036
Female to Fe	emale				
	A2	В2	M2	02	
B2	0.307				
M2	0.130	1.565			
02	0.154	1.361	0.007		
W2	0.004	0.988	0.370	0.307	
		at .05 level.			

Key:	Al	is	American Indian male	ΟŢ	15	Oriental-American male
	A2	is	American Indian female	02	is	Oriental-American female
	Bl	is	Black-American male	Wl	is	White-American male
	B2	is	Black-American female	W2	is	White-American female
	Ml	is	Mexican-American male	Tl	is	Other male
	M2	is	Mexican-American female	Т2	is	Other female

The rank order of ethnic groups, when compared from most over-controlled to least, was: Black-American, White-American, Oriental-American, American Indian, and Mexican-American.

The rank order of males in the over-controlled category was:

American Indian, White-American, Black-American, Mexican-American,

and Oriental-American.

The rank order of females in the over-controlled category
was: Black-American, White-American, Oriental-American, American
Indian, and Mexican-American.

A distribution of the numbers and percentages of males and females from five ethnic groups classified into normal, under-controlled, and over-controlled categories from the Mann Inventory subscores is shown in Table 4.6.

There were six significant differences when comparing ethnic groups classified in the normal category by the chi-square test of significance. When comparing ethnic groups by sex classified in the normal category there were 11 significant differences. In the undercontrolled category there were ten significant differences and only one in the over-controlled category when using the chi-square comparison of ethnic groups and sex within ethnic groups as measured by the subscores on the Mann Inventory. Therefore, Hypothesis 2 was accepted.

Hypothesis 3

The third research hypothesis stated:

There will be significant differences between the five ethnic groups and sex within ethnic groups in responses to individual items on the Mann Inventory.

Table 4.6.--A distribution of numbers and percentages of males and females from five ethnic groups classified into normal, under-controlled, and over-controlled categories on the Mann Inventory subscores.^a

Ethnic Group, Sex		Normal	Under- Controlled	Over- Controlled	Total	Mean	Std. Dev.
Al	N P	23 58.97	14 35.90	2 5.13	39	1.46	.60
A2	N P	23 58.97	11 28.20	5 12.82	39	1.59	.82
Bl	N P	47 51.09	38 41.30	7 7.61	92	1.57	.63
B2	N P	58 65.91	21 23.86	9 10.23	88	1.44	.68
Ml	N P	65 42.76	80 52.63	7 4.61	152	1.63	.61
M2	N P	83 48.26	67 38.95	22 12.79	172	1.74	.86
01	N P	46 45.10	50 49.02	6 5.88	102	1.65	.68
02	N P	40 44.44	39 43.33	11 12.22	90	1.70	.73
Wl	N P	337 47.60	323 45.62	48 6.78	708	1.60	.64
W2	N P	395 56.92	210 30.26	89 12.82	694	1.57	.74
Tl	N P	81 49.09	65 39.40	19 11.52	165	1.64	.71
Т2	N P	103 62.80	49 29.88	12 7.32	164	1.45	.63
	N P	1301 51.94	967 37.68	237 9.46	2505	1.59	.70

^aVariables: Ethnic-Sex down, Mann behavior categories across.

Key: Al is American Indian male

A2 is American Indian female

Bl is Black-American male

B2 is Black-American female

Ml is Mexican-American male

MI IS MEXICAL AMELICAN MALE

M2 is Mexican-American female

N is Number

Ol is Oriental-American male

O2 is Oriental-American female

Wl is White-American male

W2 is White-American female

Tl is Other male

T2 is Other female

P is Percent

The t-test of significance at the .05 level was used to test

Hypothesis 3. The t-test was considered to be more conservative since

the assumption of equal variances between the sample groups was not

made.

Tables 4.7 through 4.69 present the comparison of ethnic groups and by sex within ethnic group using the t-test of significance on responses to individual items on the Mann Inventory. The raw data showing number and percent are presented in Appendix H.

Table 4.7.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 7: I like to take part in organized extra-curricular activities in school.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		0.844	0.732	1.374	0.292
Bl			2.400**	0.688	1.072
Ml				3.572***	2.350**
01					2.297*
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.713				
B2		0.997			
M2			1.207		
02				1.161	
W2					0.000
<u>Femal</u>	e to Female				
	A2	В2	M2	02	
B2	0.088				
M2	0.281	0.249			
02	0.811	0.933	0.782		
W2	0.722	0.722	0.736	0.322	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
•	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.7 shows that in response to Item 7: "I like to take part in organized extra-curricular activities in school," the following significant differences were noted:

Males to Males: A1 B1 M1 O1 W1
Mean Scores: 3.05 2.85 3.21 2.74 2.99

Bl is significantly (.01) lower than Ml.

Ol is significantly (.001) lower than Ml.

Wl is significantly (.01) lower than Ml.

Ol is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2
Mean Scores: 2.82 2.71 3.23 2.87 2.99

No significant differences

Males to Females Within Ethnic Group:

No significant differences

The rank order of answering toward "Always" or "l" is:

Males 01 B1 W1 A1 M1
Females B2 A2 02 W2 M2

Table 4.8.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 8: Young people are much better drivers than middle-aged people.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		1.315	0.065	0.849	0.352
Bl			2.148*	0.795	1.930*
Ml				1.528	0.838
ol					1.158
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.713				
B2		0.997			
M2			1.207		
02				1.161	
W2					0.000
Femal	e to Female				
	A2	В2	M2	02	
B2	0.088				
M2	0.281	0.249			
02	0.811	0.933	0.782		
W2	0.722	0.722	0.736	0.322	

^{*}Significant at .05.

Key:	Al	is	American Indian male	01	is	Oriental-American male
_	A2	is	American Indian female	02	is	Oriental-American female
	Bl	is	Black-American male	Wl	is	White-American male
	В2	is	Black-American female	W2	is	White-American female
	Ml	is	Mexican-American male	Tl	is	Other male
	M2	is	Mexican-American female	Т2	is	Other female

Table 4.8 shows that in response to Item 8: "Young people are better drivers than middle-aged people," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl Mean Scores: 2.97 2.76 2.98 2.84 2.92

Bl is significantly (.05) lower than Ml.

Bl is significantly (.05) lower than Wl.

 Females to Females:
 A2
 B2
 M2
 O2
 W2

 Mean Scores:
 2.85
 2.86
 2.88
 2.94
 2.92

No significant differences

Males to Females Within Ethnic Group:

No significant differences

The rank order of answering toward "Always" or "l" is:

 Males
 Bl
 Ol
 Wl
 Al
 Ml

 Females
 A2
 B2
 M2
 W2
 O2

Table 4.9.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 9: Policemen are sincere in enforcing the laws.

Male	to Male				
		Bl	Ml	ol	Wl
Al		1.031	1.067	0.333	0.381
Bl			0.067	0.928	2.110*
Ml				1.003	2.604**
01					1.206
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	0.372				
B2		1.449			
M2			0.339		
02				1.072	
W2					0.672
Fema	le to Female				
	A2	B2	M2	02	
B2	0.562				
M2	0.415	1.396			
02	0.887	0.409	2.026*		
W2	1.109	0.706	2.938**	0.243	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.9 shows that in response to Item 9: "Policemen are sincere in enforcing the laws," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.38 2.58 2.57 2.44 2.32

Wl is significantly (.05) lower than Bl.

Wl is significantly (.01) lower than Ml.

Females to Females: A2 B2 M2 D2 W1

Mean Scores: 2.46 2.36 2.53 2.31 2.29

O2 is significantly (.05) lower than M2.

W2 is significantly (.01) lower than M2.

Males to Females Within Ethnic Group:

No significant differences

The rank order of answering toward "Always" or "l" is:

Males W1 A1 O1 M1 B1
Females W2 O2 B2 A2 M2

Table 4.10.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 10: My parents are reasonable in their relations with me.

Male	to Male				
		Bl	Ml	01	W1
Al		0.107	1.022	1.020	0.628
Bl			1.505	1.501	1.095
Ml				0.000	0.888
01					0.883
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.424				
B2		0.376			
M2			1.161		
02				1.785*	
W2					1.445
<u>Femal</u>	e to Female				
	A2	В2	M2	02	
B2	0.279				
M2	0.303	0.000			
02	0.739	0.576	0.685		
W2	0.387	1.032	1.389	1.389	

^{*}Significant at .05 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.10 shows that in response to Item 10: "My parents are reasonable in their relations with me," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl
Mean Scores: 2.18 2.20 2.00 2.00 2.08

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.08 2.14 2.14 2.23 2.01

W2 is significantly (.05) lower than 02.

Males to Females Within Ethnic Group:

Ol is significantly lower than O2.

The rank order of answering toward "Always" or "l" is:

 Males
 M1
 O1
 W1
 A1
 B1

 Females
 W2
 A2
 B2
 M2
 O2

Table 4.11.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 11: My community is a happy place to live.

-					
Male	to Male				
		Bl	Ml	ol	Wl
Al		2.062*	0.869	0.838	0.684
Bl			1.713*	1.616	2.484**
Ml				0.000	0.491
01					0.435
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	1.291				
B2		0.458			
M2			0.981		
02				0.331	
W2					2.720**
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.189				
M2	0.108	0.401			
02	0.454	0.784	0.534		
W2	1.922*	2.792**	3.641***	2.163*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.11 shows that in response to Item 11: "My community is a happy place to live," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.18 2.61 2.35 2.35 2.30

Al is significantly (.05) lower than Bl.

Ml is significantly (.05) lower than Bl.

Wl is significantly (.01) lower than Bl.

Females to Females: A2 B2 M2 O2 W2

Mean scores: 2.49 2.53 2.47 2.40 2.16

W2 is significantly (.05) lower than A2.

W2 is significantly (.01) lower than B2.

W2 is significantly (.001) lower than M2.

W2 is significantly (.05) lower than 02.

Males to Females Within Ethnic Group:

W2 is significantly (.01) lower than W1.

The rank order of answering toward "Always" or "1" is:

Males Al W1 M1 O1 B1

Females W2 O2 M2 A2 B2

Table 4.12.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 12: I put off until tomorrow things I should do today.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.403	1.655*	0.119	1.214
Bl			1.620	0.689	1.068
Ml				2.495**	1.072
01					2.124*
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	1.336				
B2		0.516			
M2			1.850*		
02				2.276*	
W2					2.759**
Femal	e to Female				
	A2	B2	M2	02	
B2	2.345*				
M2	2.056*	0.574			
02	3.086**	0.935	1.646		
W2	2.123*	0.899	0.241	2.279*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.12 shows that in response to Item 12: "I put off until tomorrow things I should do today," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.03 2.96 2.76 3.05 2.85

Ml is significantly (.05) lower than Al.

Ml is significantly (.01) lower than Ol.

Wl is significantly (.05) lower than Ol.

Females to Females A2 B2 M2 O2 W2
Mean Scores: 3.31 2.89 2.96 2.77 2.98

B2 is significantly (.05) lower than A2.

M2 is significantly (.05) lower than A2.

O2 is significantly (.01) lower than A2.

W2 is significantly (.05) lower than A2.

O2 is significantly (.05) lower than W2.

Male to Female Within Ethnic Group:

Ml is significantly (.05) lower than M2.

02 is significantly (.05) lower than Ol.

W1 is significantly (.01) lower than W2.

The rank order of answering toward "Always" or "l" is:

Males Ml Wl Bl Al Ol

Females O1 B2 M2 W2 A2

Table 4.13.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 13: I like to daydream.

mare	to Male				
		Bl	Ml	01	Wl
Al		1.474	1.515	1.064	0.870
Bl			0.135	0.626	1.243
Ml				0.602	1.502
01					0.543
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.153				
B2		1.726*			
M2			1.984*		
02				0.921	
W2					3.450***
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	1.336				
M2	1.696*	0.317			
02	1.701*	0.406	0.141		
W2	1.375	0.292	0.950	0.933	

^{*}Significant at .05.

^{***}Significant at .001.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01.

Table 4.13 shows that in response to Item 13: "I like to day-dream," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.72 3.04 3.02 2.94 2.88

No significant differences

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.41 2.73 2.78 2.80 2.69

A2 is significantly (.05) lower than M2.

A2 is significantly (.05) lower than O2.

Males to Females Within Ethnic Group:

A2

Females

B2 is significantly (.05) lower than B1.

M2 is significantly (.05) lower than M1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

B2

M2

02

Males Al W1 Ol M1 B1

W2

Table 4.14.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 14: I feel full of pep when I get behind the wheel of an automobile.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		1.227	0.046	1.765*	0.742
Bl			1.731*	0.639	1.012
Ml				2.651**	1.327
01					2.067*
Male	to Female				
	Al	Bl	Ml	ol	Wl
A2	1.595				
В2		0.997			
M2			0.216		
02				1.196	
W2					1.870*
	e to Female				
- emai	A2	В2	M2	02	
В2	1.431				
M2	2.109*	0.699			
02	1.046	0.538	1.372		
W2	0.858	1.166	2.614**	0.531	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is A	American Indian male	01	is	Oriental-American male
_	A2 is A	American Indian female	02	is	Oriental-American female
	Bl is B	Black-American male	Wl	is	White-American male
	B2 is B	Black-American female	W2	is	White-American female
	Ml is N	Mexican-American male	Tl	is	Other male
	M2 is N	Mexican-American female	Т2	is	Other female

Table 4.14 shows that in response to Item 14: "I feel full of pep when I get behind the wheel of an automobile," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.10 2.81 3.09 2.70 2.95

Bl is significantly (.05) lower than Ml.

Ol is significantly (.05) lower than Al.

Ol is significantly (.01) lower than Ml.

Ol is significantly (.05) lower than Wl.

Females to Females A2 B2 M2 O2 W2

Mean Scores: 2.66 3.00 3.12 2.90 2.83

A2 is significantly (.05) lower than M2.

W2 is significantly (.01) lower than M2.

Males to Females Within Ethnic Group:

W2 is significantly (.05) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males O1 B1 W1 M1 A1
Females A2 W2 O2 B2 M2

Table 4.15.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 15: I live in a home that is happy.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.866	0.055	0.053	0.292
Bl			4.809***	1.355	1.126
Ml				0.000	0.761
01					0.649
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	1.048				
B2		0.128			
M2			0.568		
02				1.585	
W2					3.115**
Femal	e to Female				
	A2	В2	M2	02	
B2	0.321				
M2	1.058	0.985			
02	0.288	0.064	1.179		
W2	1.938*	2.340*	1.762*	2.818**	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	01	is	Oriental-American male
	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	T2	is	Other female

^{**}Significant at .01 level.

Table 4.15 shows that in response to Item 15: "I live in a home that is happy," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.10 2.27 2.09 2.09 2.15

Ol is significantly (.001) lower than Bl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.36 2.29 2.15 2.30 2.00

W2 is significantly (.05) lower than A2.

W2 is significantly (.05) lower than B2.

W2 is significantly (.05) lower than M2.

W2 is significantly (.01) lower than 02.

Males to Females Within Ethnic Group:

W2 is significantly (.01) lower than W1.

The rank order of answering toward "Always" or "l" is"

Males M1 O1 A1 W1 B1

Females W2 M2 O2 B2 A2

Table 4.16.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 16: If I see a police officer, I am more careful.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		1.962*	0.051	0.191	0.167
Bl			2.719**	2.247*	2.967**
Ml				0.209	0.208
01					0.081
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.766				
B2		1.441			
M2			0.516		
02				0.818	
W 2					0.498
Femal	e to Female				
	A2	B2	M2	02	
B2	0.201				
M2	1.153	1.374			
02	0.122	0.110	1.542		
W2	0.975	1.163	0.563	1.348	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is America	an Indian male	01	is	Oriental-American male
_	A2 is America	an Indian female	02	is	Oriental-American female
	Bl is Black-A	American male	Wl	is	White-American male
	B2 is Black-A	American female	W2	is	White-American female
	Ml is Mexican	n-American male	Tl	is	Other male
	M2 is Mexican	n-American female	Т2	is	Other female

Table 4.16 shows that in response to Item 16: "If I see a police officer, I am more careful," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 1.92 2.34 1.93 1.96 1.95

Al is significantly (.05) lower than Bl.

Ml is significantly (.01) lower than Bl.

Ol is significantly (.05) lower than Bl.

Wl is significantly (.01) lower than Bl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.13 2.08 1.87 2.10 1.92

No significant differences

Males to Females Within Ethnic Group:

No significant differences

The rank order of answering toward "Always" or "1" is:

Males Al Ml Wl Ol Bl

Females M2 W2 B2 O2 A2

Table 4.17.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 17: Over-careful drivers cause more accidents than the so-called reckless ones.

		Tecki	ess ones.		
Male 1	to Male				
		Bl	Ml	ol	Wl
Al		0.355	0.660	1.847*	1.277
ві			0.293	1.610	0.950
Ml				1.570	0.789
01					1.241
Male 1	o Female				
	Al	Bl	Ml	ol	Wl
A 2	0.267				
B2		1.383			
M2			0.742		
02				0.848	
W2					0.212
Female	to Female				
	A2	B2	M2	02	
В2	0.543				
M2	0.455	1.359			
02	1.427	2.517**	1.436		
W2	1.646	3.246***	2.070*	0.000	
	*Signific	ant at .05 level	. •		
	_	ant at .01 level			

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
-	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.17 shows that in response to Item 17: "Over-careful drivers cause more accidents than the so-called reckless ones," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.13 3.19 3.23 3.41 3.30

Al is significantly (.05) lower than .01.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 3.08 2.99 3.15 3.31 3.31

B2 is significantly (.01) lower than 02.

B2 is significantly (.001) lower than W2.

M2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group:

No significant difference

The rank order of answering toward "Always" or "l" is:

Males Al Bl Ml Wl Ol

Females B2 A2 M2 O2 W2

Table 4.18.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 18: I enjoy being out late at night and sleeping mornings.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		0.172	1.820*	0.484	0.553
Bl			2.171*	0.854	1.096
Ml				3.232**	4.509***
01					0.000
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.623				
B2		1.576			
M2			0.478		
02				1.880*	
W2					1.611
Femal	e to Female				
	A2	В2	M2	02	
B2	2.031*				
M2	2.730**	0.749			
02	1.580	0.701	1.628		
W2	0.137	3.765***	6.082***	3.250***	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	01	is	Oriental-American male
_	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.18 shows that in response to Item 18: "I enjoy being out late at night and sleeping mornings," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.46 2.50 2.86 2.35 2.35

Al is significantly (.05) lower than Ml.

Bl is significantly (.05) lower than Ml.

Ol is significantly (.01) lower than Ml.

Wl is significantly (.001) lower than Ml.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.28 2.80 2.93 2.67 2.25

A2 is significantly (.05) lower than B2.

A2 is significantly (.01) lower than M2.

W2 is significantly (.001) lower than B2.

W2 is significantly (.001) lower than M2.

W2 is significantly (.001) lower than O2.

Males to Females Within Ethnic Group

Ol is significantly (.05) lower than 02.

The rank order of answering toward "Always" or "l" is:

Males Ol Wl Al Bl Ml

Females W2 A2 O2 B2 M2

Table 4.19.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 19: I get a feeling of real power when driving a car.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		0.143	0.157	1.255	0.173
Bl			0.000	1.314	0.451
Ml				1.516	0.598
01					2.678**
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.042				
B2		0.000			
M2			0.992		
02				1.868*	
W2					1.030
Femal	e to Female				
	A2	В2	M2	02	
B2	0.195				
M2	0.470	0.860			
02	0.198	0.488	0.340		
W2	0.465	0.956	0.098	0.331	
			····		

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian fema	ale O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American fema	Le W2 is White-American female
	Ml is Mexican-American ma	le Tl is Other male
	M2 is Mexican-American fer	male T2 is Other female

Table 4.19 shows that in response to Item 19: "I get a feeling of real power when driving a car," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl
Mean Scores 3.46 3.43 3.43 3.20 3.49

Ol is significantly (.01) lower than Wl.

Females to Females: A2 B2 M2 O2 W2
Mean Scores: 3.47 3.43 3.56 3.51 3.55

No significant difference

Males to Females Within Ethnic Group:

Ol is significantly (.05) lower than 02.

The rank order of answering toward "Always" or "l" is:

Males 01 B1 M1 A1 W1
Females B2 A2 O2 W2 M2

Table 4.20.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 20: Courses in school are set up to meet the needs and interests of the student.

Male	to Male				
		Bl	Ml	ol	Wl
Al		2.001*	0.991	2.414**	1.771*
в1			1.546	0.566	0.814
Ml				2.194*	1.244
01					1.645
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.494				
B2		0.602			
M 2			1.342		
02				0.144	
W2					0.382
Femal	le to Female				
	A2	B2	M2	02	
B2	0.865				
M2	0.117	1.039			
02	0.718	0.204	0.851		
W2	0.000	1.410	0.226	1.216	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.20 shows that in response to Item 20: "Courses in school are set up to meet the needs and interests of the student," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl
Mean Scores: 2.95 2.52 2.74 2.44 2.61

Bl is significantly (.05) lower than Al.

Ol is significantly (.01) lower than Al.

Wl is significantly (.05) lower than Al.

Ol is significantly (.05) lower than Ml.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.59 2.43 2.57 2.46 2.59

No significant differences

Males to Females Within Ethnic Group:

No significant differences

The rank order of answering toward "Always" or "l" is:

Males O1 B1 W1 M1 A1
Females B2 O2 M2 W2 A2

Table 4.21.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 21: I am concerned about the way my clothes look.

мате	to Male				
		Bl	Ml	01	Wl
Al		1.700*	0.491	0.892	0.750
Bl			2.765**	1.158	1.714*
Ml				1.887*	2.001*
01					0.410
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.800*				
B2		3.195**			
M2			6.832***		
02				0.909	
W2					12.067**
Femal	e to Female				
	A2	B2	M2	02	
B2	2.006*				
M2	1.679*	0.684			
02	0.675	3.991***	3.690***		
W2	1.716*	0.948	0.141	4.151***	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	01	is	Oriental-American male
-	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.21 shows that in response to Item 21: "I am concerned about the way my clothes look," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.26 1.93 2.35 2.10 2.14

Bl is significantly (.05) lower than Al.

Bl is significantly (.01) lower than Ml.

Bl is significantly (.05) lower than Wl.

Ol is significantly (.05) lower than Ml.

Wl is significantly (.05) lower than Ml.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.85 1.48 1.55 1.98 1.56

B2 is significantly (.05) lower than A2.

B2 is significantly (.001) lower than 02.

M2 is significantly (.05) lower than A2.

M2 is significantly (.001) lower than 02.

W2 is significantly (.05) lower than A2.

W2 is significantly (.001) lower than 02.

Males to Females Within Ethnic Group:

A2 is significantly (.05) lower than Al.

B2 is significantly (.01) lower than B1.

M2 is significantly (.001) lower than M1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males B1 O1 W1 A1 M1
Females B2 M2 W2 A2 O2

Table 4.22.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 22: Slow drivers should be kept off the highways.

чате	to Male				
		Bl	Ml	01	Wl
Al		1.111	0.443	0.045	0.581
Bl			1.027	1.644	1.104
Ml				0.650	0.182
01					1.049
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	2.311*				
B2		2.101*			
M2			1.051		
02				2.290*	
W2					0.494
Femal	e to Female				
	A2	B2	M2	02	
в2	0.046				
M2	3.348***	4.279***			
02	1.283	1.619	2.717**		
W2	2.588**	3.517***	1.969*	1.648*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol	is	Oriental-American male
	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.22 shows that in response to Item 22: "Slow drivers should be kept off the highways," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.67 2.93 2.77 2.68 2.79

No significant differences

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 3.29 3.30 2.63 3.02 2.82

M2 is significantly (.001) lower than A2.

M2 is significantly (.001) lower than B2.

M2 is significantly (.01) lower than 02.

M2 is significantly (.05) lower than W2.

W2 is significantly (.01) lower than A2.

W2 is significantly (.001) lower than B2.

W2 is significantly (.05) lower than 02.

Males to Females Within Ethnic Group:

Al is significantly (.05) lower than A2.

Bl is significantly (.05) lower than B2.

Ol is significantly (.05) lower than O2.

The rank order of answering toward "Always" or "1" is:

Males A1 O1 M1 W1 B1
Females M2 W2 O2 A2 B2

Table 4.23.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 23: All new drivers should be required to take a course in driver education.

Male	to Male				
		Bl	Ml	01	Wl
Al		1.082	0.192	0.974	0.946
Bl			2.150*	0.174	0.468
Ml				0.064	2.260*
01					0.222
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.682				
B2		0.558			
M2			1.085		
02				1.231	
W2					1.106
Femal	e to Female				
	A2	В2	M2	02	
B2	0.058				
M2	0.436	0.482			
02	0.696	0.791	0.398		
W 2	0.485	0.781	1.681*	1.828*	
					

^{*}Significant at .05 level.

Key:	Al is	American Indian male	ol	is	Oriental-American male
•	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

Table 4.23 shows that in response to Item 23: "All new drivers should be required to take a course in driver education," the following significant differences were noted:

Mean Scores: 1.62 1.40 1.66 1.42 1.44

Bl is significantly (.05) lower than Al.

Wl is significantly (.05) lower than Ml.

Females to Females A2 B2 M2 O2 W2

Mean Scores: 1.46 1.47 1.53 1.58 1.39

W2 is significantly (.05) lower than M2.

W2 is significantly (.05) lower than 02.

Males to Females Within Ethnic Group:

No significant difference

The rank order of answering toward "Always" or "l" is:

Males B1 O1 W1 M1 A1 Females W2 A2 B2 M2 O2

Table 4.24.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 24: Unsafe drivers should be deprived of the right to drive.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		0.916	1.183	0.841	0.104
Bl			0.243	0.109	1.336
Ml				0.376	2.153*
01					1.273
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.097				
B2		0.000			
M2			0.734		
02				0.346	
W2					0.000
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.352				
M 2	0.669	0.373			
02	0.723	0.454	0.131		
W2	1.413	1.393	1.254	0.872	

^{*}Significant at .05 level.

Key:	Al is	American Indian male	01	is	Oriental-American male
	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	T1	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

Table 4.24 shows that in response to Item 24: "Unsafe drivers should be deprived of the right to drive," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.05 2.26 2.30 2.24 2.07

Wl is significantly (.05) lower than Ml.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.34 2.26 2.20 2.18 2.07

No significant difference

Males to Females Within Ethnic Group

No significant difference

The rank order of answering toward "Always" or "1" is:

Males A1 W1 O1 B1 M1
Females W2 O2 M2 B2 A2

Table 4.25.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 25: Accidents don't just happen; they are caused.

				-	
Male	to Male				
		Bl	Ml	01	Wl
Al		1.435	0.333	2.326*	1.469
Bl			0.323	1.426	0.195
Ml				1.887*	0.229
01					2.088*
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	0.766				
B2		2.009*			
M 2			0.262		
02				0.838	
W2					0.943
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.969				
M2	0.206	1.640			
02	0.873	2.327*	1.022		
W2	0.223	1.883	0.000	1.219	

^{*}Significant at .05 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.25 shows that in response to Item 25: "Accidents don't just happen; they are caused," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.28 1.97 2.01 1.78 1.99

Ol is significantly (.05) lower than Al.

Ol is significantly (.05) lower than Ml.

Ol is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.08 2.29 2.04 1.90 2.04

O2 is significantly (.05) lower than B2.

Males to Females Within Ethnic Group

Bl is significantly (.05) lower than B2.

The rank order of answering toward "Always" or "l" is:

Males O1 B1 W1 M1 A1 Females O2 M2 W2 A2 B2

Table 4.26.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 26: I like to get everything out of a car that it has in it.

Male	to Male				
		Bl	Ml	01	Wl
Al		1.594	0.046	0.000	0.050
Bl			2.323*	2.180*	2.561**
Ml				0.069	0.189
01					0.086
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.790				
B2		3.571***			
M 2			2.619**		
02				1.105	
W2					6.548***
Femal	le to Female				
	A2	B2	M2	02	
B2	0.335				
M2	0.638	0.064			
02	0.220	0.756	1.318		
W2	0.836	0.651	0.295	1.862*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol is Oriental-American male	
	A2 is	American Indian female	O2 is Oriental-American fema	le
	Bl is	Black-American male	Wl is White-American male	
	B2 is	Black-American female	W2 is White-American female	
	Ml is	Mexican-American male	Tl is Other male	
	M2 is	Mexican-American female	T2 is Other female	

^{**}Significant at .01 level.

Table 4.26 shows that in response to Item 26: "I like to get everything out of a car that it has in it," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.37 2.99 3.38 3.37 3.36

Bl is significantly (.05) lower than Ml.

Bl is significantly (.05) lower than Ol.

Bl is significantly (.01) lower than Wl.

 Females to Females
 A2
 B2
 M2
 O2
 W2

 Mean Scores:
 2.59
 3.67
 3.73
 3.54
 3.76

O2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

Bl is significantly (.001) lower than B2.

Ml is significantly (.01) lower than M2.

Wl is significantly (.001) lower than W2.

The rank order of answering toward "Always" or "l" is:

Males B1 W1 A1 O1 M1
Females A2 O2 B2 M2 W2

Table 4.27.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 27: The chief work of most policemen should be traffic control.

	to Male	Bl	Ml	01	Wl
Al		0.048	1.147	0.000	0.546
Bl			1.561	0.070	0.959
мl				0.769	3.398**
01					0.990
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	0.838				
В2		0.538			
M2			0.733		
02				0.845	
W2					1.165
Femal	e to Female				
	A2	B2	M2	02	
В2	1.384				
M2	0.337	1.445			
02	0.496	1.219	0.244		
W2	2.230*	0.605	3.298***	2.785**	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Kev:	Al is	American Indian male	01	is	Oriental-American male
•		American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	T2	is	Other female

^{**}Significant at .01 level.

Table 4.27 shows that in response to Item 27: "The chief work of most policemen should be traffic control," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.28 3.27 3.05 3.28 3.38

Ml is significantly (.001) lower than Wl.

Females to Females A2 B2 M2 O2 W2
Mean Scores: 3.08 3.36 3.14 3.17 3.44

A2 is significantly (.05) lower than W2.

M2 is significantly (.001) lower than W2.

O2 is significantly (.O1) lower than W2.

Males to Females Within Ethnic Group

No significant difference

The rank order of answering toward "Always" or "l" is:

Males M1 B1 A1 O1 W1
Females A2 M2 O2 B2 W2

Table 4.28.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 28: My parents exert too much control over me.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		1.335	1.775*	0.681	1.408
Bl			0.457	0.957	0.234
Ml				1.617	0.983
01					1.121
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.170				
B2		0.221			
M2			1.449		
02				1.997*	
W2					1.205
Femal	e to Female				
	A2	В2	M2	02	
B2	0.155				
M2	1.244	1.369			
02	0.652	0.628	0.789		
W2	0.588	1.050	3.369***	2.077*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol is	Oriental-American male
	A2 is	American Indian female	02 is	Oriental-American female
	Bl is	Black-American male	Wlis	: White-American male
	B2 is	Black-American female	W2 is	White-American female
	Ml is	Mexican-American male	Tl is	Other male
	M2 is	Mexican-American female	T2 is	Other female

^{**}Significant at .01 level.

Table 4.28 shows that in response to Item 28: "My parents exert too much control over me," the following significant differences were noted:

Males to Males: Al Bl Ml 01 Wl

Mean Scores: 3.45 3.16 3.09 3.31 3.19

Ml is significantly (.05) lower than Al.

Females to Females: A2 B2 M2 02 W2 3.26

3.12

2.89

3.01

3.15

M2 is significantly (.001) lower than W2.

O2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

Mean Scores:

O2 is significantly (.05) lower than O1.

The rank order of answering toward "Always" or "l" is:

01 Wl Al Bl Males Ml M2 02 B2 A2 W2 Females

Table 4.29.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 29: The people in my community want all traffic laws enforced.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		0.916	0.256	1.271	1.011
Bl			2.952**	3.105**	3.199*
Ml				0.442	0.206
01					0.716
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.989				
B2		0.746			
M2			1.114		
02				1.407	
W2					0.342
Femal	le to Female				
	A2	В2	M2	02	
B2	1.574				
M2	0.898	1.033			
02	0.908	0.916	0.071		
W2	0.175	2.161*	1.418	1.305	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.29 shows that in response to Item 29: "The people in my community want all traffic laws enforced," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl
Mean Scores: 3.00 3.22 2.77 2.71 2.79

Ml is significantly (.01) lower than Bl.

Ol is significantly (.01) lower than Bl.

Wl is significantly (.01) lower than Bl.

Females to Females A2 B2 M2 O2 W2
Mean Scores: 2.74 3.08 2.91 2.92 2.77

W2 is significantly (.05) lower than B2.

Males to Females Within Ethnic Group

No significant differences

The rank order of answering toward "Always" or "1" is:

 Males
 Ol
 Ml
 Wl
 Al
 Bl

 Females
 A2
 W2
 M2
 O2
 B2

Table 4.30.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 30: I have been TEMPTED to cheat on a test.

Male	to Male				
		Bl	Ml	01	Wl
Al		1.418	1.100	1.334	1.870
Bl			0.483	0.132	0.256
Ml				0.354	0.975
01					0.445
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	1.446				
B2		1.204			
M2			2.484**		
02				0.277	
W2					1.470
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	2.212*				
M2	3.379***	1.398			
02	1.644	0.865	2.494**		
W2	1.794*	1.178	3.574***	0.095	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.30 shows that in response to Item 30: "I have been TEMPTED to cheat on a test," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.18 2.91 2.98 2.93 2.88

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.64 3.10 3.30 2.97 2.96

A2 is significantly (.05) lower than B2.

A2 is significantly (.001) lower than M2.

A2 is significantly (.05) lower than W2.

O2 is significantly (.01) lower than M2.

W2 is significantly (.001) lower than M2.

Males to Females Within Ethnic Group

Ml is significantly (.01) lower than M2.

The rank order of answering toward "Always" or "l" is:

 Males
 W1
 B1
 O1
 M1
 A1

 Females
 A2
 W2
 O2
 B2
 M2

Table 4.31.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 31: I get impatient in heavy traffic.

Male	to Male				
		Bl	Ml	ol	Wl
Al		0.452	0.539	1.758*	1.703
Bl			0.065	1.536	1.497
Ml				1.643	1.719*
01					0.509
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	0.457				
B2		1.416			
M2			1.522		
02				0.260	
W2					0.682
<u>Femal</u>	Le to Female				
	A2	B2	M2	02	
B2	1.197				
M 2	0.969	2.954**			
02	0.903	2.795**	0.068		
W2	1.132	3.708***	0.093	0.174	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.31 shows that in response to Item 31: "I get impatient in heavy traffic," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl Mean Scores: 3.42 3.33 3.32 3.08 3.14

Wl is significantly (.05) lower than Al.

Wl is significantly (.05) lower than Ml.

Ol is significantly (.05) lower than Al.

Females to Females A2 B2 M2 O2 W2

Mean Scores: 3.31 3.57 3.11 3.12 3.10

M2 is significantly (.01) lower than B2.

O2 is significantly (.01) lower than B2.

W2 is significantly (.001) lower than B2.

Males to Females Within Ethnic Group

No significant difference

The rank order of answering toward "Always" or "l" is:

 Males
 O1
 W1
 M1
 B1
 A1

 Females
 W2
 M2
 O2
 A2
 B2

Table 4.32.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 32: There are times when it seems like everyone is against me.

Male	to Male		•		
		Bl	Ml	01	Wl
Al		2.192*	3.840***	2.332***	2.924***
Bl			2.235*	0.152	0.688
Ml				2.145*	2.403**
Ol					0.517
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	2.998**				
B2		0.126			
M2			0.459		
02				0.488	
W2					0.437
Femal	le to Female				
	A2	B2	M2	02	
B2	1.228				
M2	0.341	2.128*			
02	1.053	0.398	2.252*		
W2	1.104	0.540	3.015**	0.113	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
-	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.32 shows that in response to Item 32: "There are times when it seems like everyone is against me," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.68 3.27 2.99 3.25 3.20

Ml is significantly (.001) lower than Al.

Ml is significantly (.05) lower than Bl.

Ml is significantly (.05) lower than Ol.

Ml is significantly (.01) lower than Wl.

Ol is significantly (.001) lower than Al.

Bl is significantly (.05) lower than Al.

Wl is significantly (.001) lower than Al.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 3.00 3.25 2.94 3.19 3.18

M2 is significantly (.05) lower than B2.

M2 is significantly (.05) lower than O2.

M2 is significantly (.01) lower than W2.

Males to Females Within Ethnic Group

A2 is significantly (.01) lower than A1.

The rank order of answering toward "Always" or "1" is:

Males M1 W1 O1 B1 A1

Females M2 A2 W2 O2 B2

Table 4.33.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 33: Old, defective cars should be kept off the road.

				····	
Male	to Male				
		Bl	Ml	01	Wl
Al		1.612	2.631**	0.450	1.430
B1			1.371	1.598	0.643
Ml				3.024**	2.515**
01					1.472
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.804*				
B2		0.574			
M2			0.203		
02				1.184	
W2	•				1.653*
Femal	e to Female				
	A2	B2	M2	02	
B2	0.167				
M2	0.224	0.554			
02	0.845	0.889	1.578		
W2	1.559	2.059*	3.494***	0.853	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
-	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.33 shows that in response to Item 33: "Old, defective cars should be kept off the road," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 1.92 2.28 2.50 2.02 2.20

Al is significantly (.01) lower than Ml.

Ol is significantly (.01) lower than Ml.

W1 is significantly (.01) lower than M1.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.42 2.38 2.47 2.22 2.10

W2 is significantly (.05) lower than B2.

W2 is significantly (.001) lower than M2.

Males to Females Within Ethnic Group

Al is significantly (.05) lower than A2.

W2 is significantly (.05) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males A1 O1 W1 B1 M1

Females W2 O2 B2 A2 M2

Table 4.34.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 34: Drivers should be given more freedom in obeying traffic signs.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		1.348	0.959	0.585	0.087
Bl			0.647	1.119	2.404**
Ml				0.546	1.855*
01					0.993
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.948				
B2		0.870			
M2			1.013		
02				0.363	
W2					4.837***
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.996				
M2	0.510	0.735			
02	0.859	2.345*	2.018*		
W2	2.813**	5.215***	6.170***	3.063**	
		····			

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male A2 is American Indian female	Ol is Oriental-American male O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.34 shows that in response to Item 34: "Drivers should be given more freedom in obeying traffic signs," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.57 3.22 3.33 3.42 3.55

Bl is significantly (.01) lower than Wl.

Ml is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 3.29 3.05 3.18 3.48 3.84

B2 is significantly (.05) lower than 02.

M2 is significantly (.05) lower than O2.

A2 is significantly (.01) lower than W2.

B2 is significantly (.001) lower than W2.

M2 is significantly (.001) lower than W2.

O2 is significantly (.01) lower than W2.

Males to Females Within Ethnic Group

W1 is significantly (.001) lower than W2.

The rank order of answering toward "Always" or "1" is:

Males B1 M1 O1 W1 A1

Females B2 M2 A2 O2 W2

Table 4.35.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 35: People should drive when they are angry.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.116	0.985	1.317	0.838
Bl			1.646	2.008*	1.715*
Ml				0.538	0.452
ol					1.035
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.442				
B2		0.594			
M2			3.040**		
02				3.962***	
W 2					5.036***
Femal	e to Female				
	A2	B2	M2	02	
B2	0.000				
M2	0.273	0.394			
02	0.824	1.198	1.061		
W2	0.072	0.112	0.829	2.246*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	01	is	Oriental-American male
_	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl.	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.35 shows that in response to Item 35: "People should drive when they are angry," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 4.53 4.55 4.36 4.29 4.40

Ol is significantly (.05) lower than Bl.

Wl is significantly (.05) lower than Bl.

Females to Females A2 B2 M2 O2 W2

Mean Scores: 4.62 4.62 4.66 4.74 4.61

W2 is significantly (.05) lower than 02.

Males to Females Within Ethnic Group

Ml is significantly (.01) lower than M2.

Ol is significantly (.001) lower than 02.

Wl is significantly (.001) lower than W2.

The rank order of answering toward "Always" or "1" is:

Males Ol Ml Wl Al Bl

Females W2 A2 B2 M2 O2

Table 4.36.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 36: Passing on hills and curves is exceedingly dangerous.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		0.360	0.219	0.860	0.422
Bl			0.222	0.647	1.254
Ml				0.934	1.236
01					2.060*
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.227				
B2		1.413			
M2			1.739*		
02				1.035	
W2					2.598**
Femal	e to Female				
	A2	B2	M2	02	
B2	3.440***				
M2	3.753***	0.331			
02	1.910*	1.822*	1.805*		
W2	0.517	5.216***	4.672***	2.081*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Kov.	Al is American Indian male	Ol is Oriental-American male
vel:	AI IS AMELICAN INGIAN MALE	Of is Offendar-American mate
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.36 shows that in response to Item 36: "Passing on hills and curves is exceedingly dangerous," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores 1.46 1.53 1.50 1.63 1.39

Wl is significantly (.05) lower than Ol.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.23 1.76 1.71 1.48 1.28

A2 is significantly (.001) lower than B2.

A2 is significantly (.001) lower than M2.

A2 is significantly (.05) lower than O2.

W2 is significantly (.001) lower than B2.

W2 is significantly (.001) lower than M2.

W2 is significantly (.05) lower than O2.

02 is significantly (.05) lower than B2.

02 is significantly (.05) lower than M2.

Males to Females Within Ethnic Group

Ml is significantly (.05) lower than M2.

W2 is significantly (.01) lower than W1.

The rank order of answering toward "Always" or "1" is:

Males W1 A1 M1 B1 O1
Females A2 W2 O2 M2 B2

Table 4.37.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 37: It is necessary to stop at "stop" signs if no other cars are in sight.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.452	0.122	0.479	0.541
Bl			0.761	1.182	0.000
Ml				0.511	1.137
01					1.705*
Male	to Female				
	Al	Bl	Ml	ol	Wl
A2	1.856*				
B2		0.420			
M 2			0.956		
02				0.000	
W2					4.180***
Femal	e to Female				
	A2	B2	M2	02	
B2	2.597**				
M2	1.778*	1.179			
02	1.874*	0.753	0.355		
W2	2.221*	1.341	0.000	0.421	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol is	Oriental-American male
_	A2 is	American Indian female	02 is	Oriental-American female
	Bl is	Black-American male	Wl is	White-American male
	B2 is	Black-American female	W2 is	White-American female
	Ml is	Mexican-American male	Tl is	Other male
	M2 is	Mexican-American female	T2 is	Other female

^{**}Significant at .01 level.

Table 4.37 shows that in response to Item 37: "It is necessary to stop at "stop" signs if no other cars are in sight," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 1.43 1.51 1.41 1.35 1.51

Ol is significantly (.05) lower than Wl.

Females to Females A2 B2 M2 O2 W2

Mean Scores: 1.13 1.45 1.31 1.35 1.31

A2 is significantly (.01) lower than B2.

A2 is significantly (.05) lower than M2.

A2 is significantly (.05) lower than O2.

A2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

A2 is significantly (.05) lower than Al.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males Ol Ml Al Bl Wl

Females A2 M2 W2 O2 B2

Table 4.38.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 38: I like to put extras on my car to attract attention.

Mare	to Male				
		Bl	Ml	Ol	Wl
Al		0.742	0.844	0.494	1.890*
Bl			2.202*	0.376	1.453
Ml				2.030*	5.348***
01					2.265*
Male	to Female				
	Al	Bl	Ml	ol	Wl
A2	2.857**				
B2		2.615**			
M2			6.224***		
02				5.050***	
W2					8.825***
Fema]	le to Female				
	A2	B2	M2	02	
В2	0.479				
M2	0.615	0.122			
02	0.595	1.394	1.773*		
W2	0.729	1.820*	2.608**	0.085	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.38 shows that in response to Item 38: "I like to put extras on my car to attract attention," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.19 3.38 2.99 3.31 3.60

Ml is significantly (.05) lower than Bl.

Ml is significantly (.05) lower than Ol.

Ml is significantly (.001) lower than Wl.

Al is significantly (.05) lower than Wl.

Ol is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 4.00 3.89 3.87 4.13 4.14

M2 is significantly (.05) lower than 02.

M2 is significantly (.01) lower than W2.

B2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

Al is significantly (.01) lower than A2.

Bl is significantly (.01) lower than B2.

Ml is significantly (.001) lower than M2.

Ol is significantly (.001) lower than O2.

Wl is significantly (.001) lower than W2.

The rank order answering toward "Always" or "1" is"

 Males
 M1
 A1
 O1
 B1
 W1

 Females
 M2
 B2
 A2
 O2
 W2

Table 4.39.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 39: I am good at talking myself out of trouble.

Male	to Male				
Mare	to Mare	Bl	Ml	01	Wl
Al		1.201	0.333	0.000	0.721
Bl			1.331	1.735*	1.026
Ml				0.522	0.707
01					1.310
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.352				
B2		3.095**			
M2			0.328		
02				0.358	
W 2					2.429**
Femal	e to Female				
	A2	В2	M2	02	
В2	1.447				
M2	0.044	2.512**			
02	0.643	1.304	1.248		
W2	0.464	2.007*	1.198	0.468	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is	American Indian male	Ol is Oriental-American male
_	A2 is	American Indian female	O2 is Oriental-American female
	Bl is	Black-American male	Wl is White-American male
	B2 is	Black-American female	W2 is White-American female
	Ml is	Mexican-American male	Tl is Other male
	M2 is	Mexican-American female	T2 is Other female

Table 4.39 shows that in response to Item 39: "I am good at talking myself out of trouble," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.89 2.62 2.82 2.89 2.75

Bl is significantly (.05) lower than Ol.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.79 3.14 2.78 2.94 2.89

M2 is significantly (.01) lower than B2.

W2 is significantly (.05) lower than B2.

Males to Females Within Ethnic Group

Bl is significantly (.01) lower than B2.

Wl is significantly (.01) lower than W2.

The rank order of answering toward "Always" or "1" is:

Males B1 W1 M1 A1 O1
Females M2 A2 W2 O2 B2

Table 4.40.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 40: Strong discipline in practice makes a better team.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.792	0.302	1.081	0.598
Bl			1.774*	0.454	1.858*
Ml				2.213*	1.858*
ol					1.078
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	0.625				
B2		1.500	~.		
M2			0.346		
02				1.421	
W 2					2.367**
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.525				
M2	0.282	0.377			
02	0.897	0.472	0.916		
W 2	0.863	0.359	1.035	0.274	
		 	· · · · · · · · · · · · · · · · · · ·		

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.40 shows that in response to Item 40: "Strong discipline in practice makes a better team," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl
Mean Scores: 2.08 1.92 2.14 1.86 1.97

Bl is significantly (.05) lower than Ml.

Ol is significantly (.05) lower than Ml.

Wl is significantly (.05) lower than Ml.

Bl is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2
Mean Scores: 2.23 2.13 2.18 2.06 2.09

No significant differences

Males to Females Within Ethnic Group

Wl is significantly (.01) lower than W2.

The rank order of answering toward "Always" or "l" is:

Males O1 B1 W1 A1 M1
Females O2 W2 B2 M2 A2

Table 4.41.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 41: I am popular with most of the students in my class.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		1.467	1.783*	0.779	0.244
Bl			4.634***	1.080	2.236*
Ml				4.102***	4.215***
01					1.168
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	1.525				
B2		0.731			
M2			0.853		
02				1.498	
W2					0.000
Femal	e to Female				
	A2	B2	M2	02	
B2	0.898				
M2	3.169**	2.456**			
02	2.119*	1.226	1.784*		
W2	1.909*	0.909	2.835**	0.767	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.41 shows that in response to Item 41: "I am popular with most of the students in my class," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.76 2.48 3.08 2.62 2.72

Al is significantly (.05) lower than Ml.

Bl is significantly (.001) lower than Ml.

Ol is significantly (.001) lower than Ml.

Wl is significantly (.001) lower than Ml.

Bl is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.42 2.60 2.98 2.78 2.72

A2 is significantly (.01) lower than M2.

A2 is significantly (.05) lower than 02.

A2 is significantly (.05) lower than W2.

B2 is significantly (.01) lower than M2.

02 is significantly (.05) lower than M2.

W2 is significantly (.01) lower than M2.

Males to Females Within Ethnic Group

No significant differences

The rank order of answering toward "Always" or "1" is:

Males Bl Ol Wl Al Ml

Females A2 B2 W2 O2 M2

Table 4.42.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 42: Police officers are rougher on teen-agers than on adults.

		Bl	Ml	01	Wl
Al		1.740*	2.928**	0.945	0.994
Bl			1.571	1.178	1.566
Ml				2.969**	4.075**
01					0.096
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.255				
В2		2.019*			
M2			1.253		
02				0.440	
W2					0.757
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	1.303				
M2	0.476	2.733**			
02	0.368	1.405	1.436		
W2	0.961	0.862	3.351***	1.069	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.42 shows that in response to Item 42: "Police officers are rougher on teen-agers than on adults," the following significant differences were noted:

Males to Males: Al Bl M1 Ol W1
Mean Scores: 2.72 2.36 2.14 2.53 2.54

Bl is significantly (.05) lower than Al.

Ml is significantly (.01) lower than Al.

Ml is significantly (.01) lower than Ol.

Ml is significantly (.001) lower than Wl.

Females to Females: A2 B2 M2 O2 W2
Mean Scores: 2.39 2.69 2.29 2.47 2.58

M2 is significantly (.01) lower than B2.

M2 is significantly (.001) lower than W2.

Males to Females Within Ethnic Group

Bl is significantly (.05) lower than B2.

The rank order of answering toward "Always" or "l" is:

Males M1 B1 O1 W1 A1
Females M2 A2 O2 W2 B2

Table 4.43.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 43: Teachers want to help students with their problems.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.441	0.700	1.464	0.833
Bl			1.658*	1.471	0.556
Ml				3.317***	2.924**
01					1.459
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	0.162				
B2		0.898			
M2			1.061		
02				2.028*	
W2					5.346***
Femal	le to Female				
	A2	В2	M2	02	
В2	0.048				
M2	0.158	0.283			
02	0.415	0.621	0.432		
W2	0.397	0.490	1.162	1.641	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Kev:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female .

^{**}Significant at .01 level.

Table 4.43 shows that in response to Item 43: "Teachers want to help students with their problems," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.83 2.74 2.97 2.54 2.68

Bl is significantly (.05) lower than Ml.

Ol is significantly (.001) lower than Ml.

Wl is significantly (.01) lower than Ml.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.87 2.88 2.84 2.79 2.94

No significant differences

Males to Females Within Ethnic Group

Ol is significantly (.05) lower than O2.

Wl is significantly (.001) lower than W2.

The rank order of answering toward "Always" or "l" is:

Table 4.44.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 44: The principal driver in my family gets traffic tickets for moving violations.

		-			
Male	to Male		•		
		Bl	Ml	01	Wl
Al		1.098	1.270	1.209	1.405
Bl			0.139	0.068	0.244
Ml				0.082	0.109
01					0.205
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.085				
B2		1.451			
M2			1.857*		
02				2.552**	
W2					5.270***
Femal	e to Female				
	A2	В2	M2	02	
B2	1.100				
M2	1.188	0.000			
02	1.687*	0.732	0.882		
		0.691	0.939	0.244	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol is Ori	ental-American male
	A2 is	American Indian female	02 is Ori	ental-American female
	Bl is	Black-American male	Wl is Whi	te-American male
	B2 is	Black-American female	W2 is Whi	te-American female
	Ml is	Mexican-American male	Tl is Oth	er male
	M2 is	Mexican-American female	T2 is Oth	er female

^{**}Significant at .01 level.

Table 4.44 shows that in response to Item 44: "The principal driver in my family gets traffic tickets for moving violations," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.91 4.16 4.18 4.17 4.19

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 4.18 4.38 4.38 4.47 4.45

A2 is significantly (.05) lower than O2.

A2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

Ml is significantly (.05) lower than M2.

Ol is significantly (.01) lower than O2.

Wl is significantly (.001) lower than W2.

The rank order of answering toward "Always" or "l" is:

 Males
 Al
 Bl
 Ol
 Ml
 Wl

 Females
 A2
 B2
 M2
 W2
 O2

Table 4.45.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 45: I have as good table manners at home as when I eat out.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		0.045	0.337	0.809	0.794
Bl			0.498	1.098	1.179
Ml				0.708	8.569***
01					0.178
Male	to Female				
	Al	Bl	Ml	ol	Wl
A2	1.568				
B2		1.415			
M2			1.798*		
02				1.831*	
W2					2.492**
Femal	le to Female				
	A2	В2	M2	02	
B2	0.695				
M2	1.225	0.678			
02	1.440	0.991	0.446		
W2	2.044*	1.922*	1.584	0.780	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian m	ale Ol is	oriental-American male
_	A2 is American Indian f	emale 02 is	Oriental-American female
	Bl is Black-American ma	le Wl is	White-American male
	B2 is Black-American fe	male W2 is	White-American female
	Ml is Mexican-American	male Tl is	other male
	M2 is Mexican-American	female T2 is	other female

^{**}Significant at .01 level.

Table 4.45 shows that in response to Item 45: "I have as good table manners at home as when I eat out," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.39 2.38 2.46 2.56 2.54

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.97 2.13 2.23 2.29 2.38

A2 is significantly (.05) lower than W2.

B2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

M2 is significantly (.05) lower than Ml.

O2 is significantly (.05) lower than O1.

W2 is significantly (.01) lower than W1.

The rank order answering toward "Always" or "l" is:

Males B1 A1 M1 W1 O1

Females A2 B2 M2 O2 W2

Table 4.46.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 46: I have been wrong in an argument but wouldn't admit it to my opponent.

					
Male t	to Male				
		Bl	Ml	Ol	Wl
Al		0.841	0.796	0.110	0.855
Bl			0.209	0.995	0.234
Ml				1.062	0.000
01					1.293
Male t	o Female				
	Al	Bl	Ml	Ol	Wl
A2	0.481				
B2		1.625			
M2			0.000		
02				1.494	
W2					5.358***
Female	to Female				
	A2	B2	M2	02	
B2	0.000				
M2	1.362	1.707*			
02	1.360	0.341	2.525**		
W2	0.060	0.080	2.874**	0.440	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Al is	American Indian male	Ol is	oriental-American male
A2 is	American Indian female	02 i s	Oriental-American female
Bl is	Black-American male	Wl is	White-American male
B2 is	Black-American female	W2 is	White-American female
Ml is	Mexican-American male	Tl is	Other male
M2 is	Mexican-American female	T2 is	Other female .
	A2 is B1 is B2 is M1 is	Al is American Indian male A2 is American Indian female B1 is Black-American male B2 is Black-American female M1 is Mexican-American male M2 is Mexican-American female	A2 is American Indian female O2 is B1 is Black-American male W1 is B2 is Black-American female W2 is M1 is Mexican-American male T1 is

^{**}Significant at .01 level.

Table 4.46 shows that in response to Item 46: "I have been wrong in an argument but wouldn't admit it to my opponent," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.33 3.16 3.19 3.31 3.19

No significant difference

Females to Females A2 B2 M2 O2 W2

Mean Scores: 3.44 3.49 3.49 3.45

M2 is significantly (.05) lower than B2.

M2 is significantly (.01) lower than 02.

M2 is significantly (.01) lower than W2.

Males to Females Within Ethnic Group

Wl is significantly (.001) lower than W2.

The rank order answering toward "Always" or "l" is:

Males Bl Ml Wl Ol Al

Females M2 A2 B2 W2 O2

Table 4.47.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 47: Society should have the right to question the way I drive.

		Bl	Ml	01	Wl
Al		0.897	0.859	0.122	0.276
ві			0.127	1.428	2.101*
Ml				1.468	2.404**
01					0.226
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.170				
B2		1.062			
M2			0.293		
02				2.006*	
W2					0.000
 Femal	e to Female				·
	A2	B2	M2	02	
В2	1.904*				
M2	0.928	1.551			
02	1.550	0.505	1.021		
W2	0.048	3.436***	2.054*	2.889**	

^{**}Significant at .01 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.47 shows that in response to Item 47: "Society should have the right to question the way I drive," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.92 3.14 3.12 2.89 2.86

Wl is significantly (.05) lower than Bl.

Wl is significantly (.01) lower than M.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.87 3.33 3.08 3.24 2.86

A2 is significantly (.05) lower than B2.

W2 is significantly (.001) lower than B2.

W2 is significantly (.05) lower than M2.

W2 is significantly (.01) lower than O2.

Males to Females Within Ethnic Group

Ol is significantly (.05) lower than O2.

The rank order of answering toward "Always" or "l" is:

 Males
 W1
 O1
 A1
 M1
 B1

 Females
 W2
 A2
 M2
 O2
 B2

Table 4.48.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 48: I like to razz a team when it is losing.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		1.204	1.041	0.466	0.562
Bl			0.356	1.081	1.247
Ml				0.878	1.101
Ol					0.084
Male	to Female				
	Al	Bl	Ml	ol	Wl
A2	0.419				
B2		1.369			
M2			3.157**		
02				1.758*	
W2					7.886***
Femal	e to Female				
	A2	B2	M2	02	
B2	0.371				
M2	1.391	1.251			
02	1.335	1.163	0.122		
W2	2.533**	2.818**	2.101*	1.313	
				·	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol is Oriental-American male
_	A2 is	American Indian female	O2 is Oriental-American female
	Bl is	Black-American male	Wl is White-American male
	B2 is	Black-American female	W2 is White-American female
	Ml is	Mexican-American male	Tl is Other male
	M2 is	Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.48 shows that in response to Item 48: "I like to razz a team when it is losing," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.25 2.95 3.01 3.14 3.13

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 3.13 3.22 3.43 3.48 3.64

A2 is significantly (.01) lower than W2.

B2 is significantly (.01) lower than W2.

M2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

Ml is significantly (.01) lower than M2.

Ol is significantly (.05) lower than O2.

Wl is significantly (.001) lower than W2.

The rank order of answering toward "Always" or "l" is:

Males Bl Ml Wl Ol Al

Females A2 B2 M2 O2 W2

Table 4.49.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 49: I am proud of my reputation in the community.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		0.773	0.042	0.042	0.407
Bl			1.244	1.332	0.837
Ml				0.150	0.820
01					0.947
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	2.229*				
B2		0.666			
M2			2.093*		
02				1.392	
W2					5.985***
Femal	e to Female				
	A2	B2	M2	02	
B2	1.513				
M2	1.928*	0.279			
02	2.407**	0.888	0.784		
W2	1.171	0.875	1.721*	2.614**	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.49 shows that in response to Item 49: "I am proud of my reputation in the community," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.57 2.38 2.56 2.58 2.48

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.97 2.27 2.31 2.40 2.16

A2 is significantly (.05) lower than M2.

A2 is significantly (.01) lower than 02.

W2 is significantly (.05) lower than M2.

W2 is significantly (.01) lower than 02.

Males to Females Within Ethnic Group

A2 is significantly (.05) lower than Al.

M2 is significantly (.05) lower than M1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males B1 W1 M1 A1 O1
Females A2 W2 B2 M2 O2

Table 4.50.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 50: I am considered a friendly person.

========					
Male	to Male				
		Bl	Ml	01	Wl
Al		0.467	0.389	0.379	0.304
Bl			1.215	1.160	0.365
Ml				0.000	1.412
Ol					1.272
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.511				
B2		0.983			
M2			2.021*		
02				1.574	
W 2					4.917***
<u>Femal</u>	e to Female				
	A 2	B2	M2	02	
B2	0.466				
M2	1.198	0.767			
02	1.275	0.874	0.189		
W2	0.423	0.201	1.521	1.518	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol	is	Oriental-American male
	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.50 shows that in response to Item 50: "I am considered a friendly person," the following significant differences were noted:

Males to Males: Al Bl 01 Ml Wl 2.25 2.32 2.32 2.20

2.16

No significant difference

Mean Scores:

Females to Females: A2 B2 M2 02 W2 Mean Scores: 1.95 2.02 2.11 2.13 2.00

No significant difference

Males to Females Within Ethnic Group

M2 is significantly (.05) lower than M1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males Wl Al Ml 01 Вl M2 02 A2 W2 B2 Females

Table 4.51.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 51: I like most of my work.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		0.541	1.304	0.634	0.706
Bl			0.929	1.553	0.099
Ml				2.945**	1.339
ol					2.407**
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.435				
B2		0.631			
M2			1.408		
02				0.949	
W2					4.120***
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.588				
M2	0.998	0.490			
02	0.590	0.000	0.494		
W2	0.000	0.990	1.919*	1.001	
			····		

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
-	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.51 shows that in response to Item 51: "I like most of my work," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.50 2.60 2.72 2.39 2.61

Ol is significantly (.01) lower than Ml.

Ol is significantly (.01) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.41 2.51 2.57 2.51 2.41

W2 is significantly lower than M2.

Males to Females Within Ethnic Group

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Table 4.52.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 52: Our family spends a great deal of time together.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.614	0.958	1.564	0.779
Bl			0.489	1.428	0.161
Ml				1.159	0.545
01					1.853*
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	0.650				
B2		0.226			
M2			2.083*		
02				1.339	
W2					1.176
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.335				
M2	1.320	2.280*			
02	0.045	0.421	2.179*		
W2	0.246	0.933	2.319*	0.547	

^{*}Significant at .05 level.

Key:	Al is	s American Indian male	01	is	Oriental-American male
	A2 is	s American Indian female	02	is	Oriental-American female
	Bl is	s Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	s Mexican-American male	Tl	is	Other male
	M2 is	s Mexican-American female	Т2	is	Other female

Table 4.52 shows that in response to Item 52: "Our family spends a great deal of time together," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.06 2.91 2.84 2.69 2.89

Ol is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.87 2.95 2.58 2.88 2.82

M2 is significantly (.05) lower than B2.

M2 is significantly (.05) lower than O2.

M2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

M2 is significantly (.05) lower than M1.

The rank order of answering toward "Always" or "l" is:

Table 4.53.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 53: Attitudes toward driving are more important than ability to handle a car.

		Bl	Ml	Ol	Wl
Al		1.366	1.821*	2.519**	1.605
Bl			0.736	1.952*	0.245
Ml				1.353	0.760
01					2.428**
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.972*				
B2		2.252*	·		
M2			1.511		
02				1.488	
W2					0.000
Femal	e to Female				
	A2	B2	M2	02	
В2	0.656				
M2	0.243	0.588			
02	0.708	1.851*	6.244***		
W2	1.092	2.650**	2.984**	0.572	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
-	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female .

^{**}Significant at .01 level.

Table 4.53 shows that in response to Item 53: "Attitudes toward driving are more important than ability to handle a car," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.06 2.69 2.58 2.39 2.66

Ml is significantly (.05) lower than Al.

Ol is significantly (.01) lower than Al.

Ol is significantly (.05) lower than Bl.

Ol is significantly (.01) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.45 2.30 2.39 2.60 2.66

B2 is significantly (.05) lower than O2.

B2 is significantly (.01) lower than W2.

M2 is significantly (.001) lower than 02.

M2 is significantly (.01) lower than W2.

Males to Females Within Ethnic Group

A2 is significantly (.05) lower than Al.

B2 is significantly (.05) lower than B1.

The rank order of answering toward "Always" or "l" is:

Males Ol M1 W1 B1 A1

Females B2 M2 A2 O2 W2

Table 4.54.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 54: I like to take chances when I'm driving.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		1.111	1.872*	1.253	1.484
Bl			0.812	0.073	0.176
Ml				0.845	1.013
Ol					0.108
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	0.000				
B2		0.829			
M2			3.492***		
02				2.260*	
W 2					8.319***
<u>Femal</u>	le to Female				
	A2	B2	M2	02	
B2	0.313				
M2	0.383	0.821			
02	0.419	0.825	0.089		
W2	1.110	1.655*	1.359	0.956	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	Ol is	Oriental-American male
	A2 is	American Indian female	02 is	Oriental-American female
	Bl is	Black-American male	Wl is	White-American male
	B2 is	Black-American female	W2 is	White-American female
	Ml is	Mexican-American male	Tl is	Other male
	M2 is	Mexican-American female	T2 is	Other female

^{**}Significant at .01 level.

Table 4.54 shows that in response to Item 54: "I like to take chances when I'm driving," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 4.32 4.12 4.01 4.11 4.10

Ml is significantly (.05) lower than Al.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 4.32 4.26 4.38 4.39 4.48

B2 is significantly (.05) lower than W2.

Males to Females Within Ethnic Group

 ${\tt Ml}$ is significantly (.001) lower than ${\tt M2}$

Ol is significantly (.05) lower than O2.

Wl is significantly (.001) lower than W2.

The rank order answering toward "Always" or "1" is:

Males M1 W1 O1 B1 A1 Females B2 A2 M2 O2 W2

Table 4.55.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 55: Traffic laws are set up to promote safety.

Male	to Male				
		ві	Ml	Ol	Wl
Al		1.124	1.178	2.053*	1.534
Bl			0.000	1.546	0.549
Ml				1.866*	0.707
01					1.818*
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	2.022*				
B2		0.449			
M2			0.554		
02				0.331	
W2					4.062***
Femal	e to Female				
	A2	B2	M2	02	
B2	1.778*				
M2	1.150	0.949			
02	0.400	1.745*	1.022		
W2	0.091	2.463**	2.053*	0.878	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	01	is	Oriental-American male
	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.55 shows that in response to Item 55: "Traffic laws are set up to promote safety," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 1.83 1.57 1.57 1.38 1.51

Ol is significantly (.05) lower than Al.

Ol is significantly (.05) lower than Ml.

Ol is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.36 1.64 1.51 1.41 1.35

A2 is significantly (.05) lower than B2.

O2 is significantly (.05) lower than B2.

W2 is significantly (.01) lower than B2.

W2 is significantly (.05) lower than M2.

Males to Females Within Ethnic Group

A2 is significantly (.05) lower than Al.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Table 4.56.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 56: Courtesy toward other drivers is important.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		0.047	0.554	1.251	1.115
Bl			0.805	1.904*	1.869*
Ml				1.381	1.308
01					0.504
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	1.656*				
B2		0.717			
M2			1.606		
02				1.298	
W2					7.751**
Femal	e to Female				
	A2	B2	M2	02	
В2	1.510				
M2	0.846	1.002			
02	0.246	1.955*	1.413		
W2	1.363	3.195**	3.711***	1.551	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.56 shows that in response to Item 56: "Courtesy toward other drivers is important," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 1.71 1.70 1.60 1.46 1.50

Ol is significantly (.05) lower than Bl.

Wl is significantly (.05) lower than Bl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.36 1.59 1.46 1.33 1.22

O2 is significantly (.O5) lower than B2.

W2 is significantly (.01) lower than B2.

W2 is significantly (.001) lower than M2.

Males to Females Within Ethnic Group

A2 is significantly (.05) lower than A1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "1" is:

Table 4.57.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 57: I like a great deal of freedom.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		0.322	0.096	1.737*	1.279
Bl			0.704	2.301*	1.703*
Ml				3.457***	3.147**
01					1.324
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	1.090				
B2		0.911			
M2			1.327		
02				2.059*	
W2					3.985***
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	1.749*				
M2	2.508**	0.706			
02	0.796	1.407	2.613**		
W2	1.317	1.072	2.622**	0.791	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is	American Indian male	01	is	Oriental-American male
	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.58.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 58: I don't mind being told what to do.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		1.596	0.298	0.443	1.493
Bl			2.084*	1.829*	0.533
Ml				0.255	2.484**
ol					2.064*
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	0.458				
B2		0.000			
M2			1.629		
02				0.581	
W2					0.000
<u>Femal</u>	e to Female				
	A 2	В2	M2	02	
B2	1.173				
M 2	0.800	0.609			
02	0.319	1.044	0.585		
W2	1.076	0.472	0.329	0.965	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is	American Indian male	Ol	is	Oriental-American male
	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

Table 4.58 shows that in response to Item 58: "I don't mind being told what to do," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl
Mean Scores: 2.74 3.08 2.80 2.83 3.02

Ml is significantly (.05) lower than Bl.

Ml is significantly (.01) lower than Wl.

Ol is significantly (.05) lower than Bl.

Ol is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

3.08

2.99

2.91

3.02

No significant difference

2.85

Male to Female Within Ethnic Group

Mean Scores:

No significant difference

The rank order of answering toward "Always" or "1" is:

Males A1 M1 O1 W1 B1
Females A2 O2 M2 W2 B2

Table 4.59.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 59: My grades in school are a good indication of my ability.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		1.148	2.405**	3.440***	2.388**
Bl			1.504	2.864**	1.451
Ml				1.211	0.336
01					2.429**
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	1.887*				
B2		1.757*			
M2			0.636		
02				0.132	
W2					3.409***
<u>Femal</u>	le to Female				
	A2	B2	M2	02	
B2	0.342				
M2	0.369	0.000			
02	1.068	0.959	1.102		
W2	0.958	0.859	1.147	0.421	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.59 shows that in response to Item 59: "My grades in school are a good indication of my ability," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.34 3.09 2.87 2.63 2.90

Ml is significantly (.01) lower than Al.

Ol is significantly (.001) lower than Al.

Wl is significantly (.01) lower than Al.

Ol is significantly (.01) lower than Bl.

Ol is significantly (.01) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.87 2.80 2.80 2.65 2.70

No significant difference

Males to Females Within Ethnic Group

A2 is significantly (.05) lower than Al.

B2 is significantly (.05) lower than B1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "1" is:

Males 01 M1 W1 B1 A1
Females 02 W2 B2 M2 A2

Table 4.60.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 60: I become concerned about what other people think of me.

Male	to Male				
		Bl	Ml	ol	Wl
Al		0.326	0.050	0.392	0.378
Bl			0.556	1.006	1.144
Ml				0.551	0.635
ol					0.098
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.002				
B2		2.838**			
M2			2.477**		
02				0.718	
W2					5.883**
Femal	le to Female				
	A2	В2	M 2	02	
B2	0.492				
M 2	0.088	0.700			
02	0.423	1.402	0.921		
W2	0.554	0.000	1.122	1.998*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
-	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.60 shows that in response to Item 60: "I become concerned about what other people think of me," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.54 2.61 2.53 2.46 2.47

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.26 2.14 2.24 2.36 2.14

W2 is significantly (.05) lower than O2.

Males to Females Within Ethnic Group

B2 is significantly (.01) lower than B1.

M2 is significantly (.01) lower than M1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

 Males
 O1
 W1
 M1
 A1
 B1

 Females
 B2
 W2
 M2
 A2
 O2

Table 4.61.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 61: I find that older people tend to be too bossy.

-					
Male	to Male				
		Bl	Ml	ol	Wl
Al		2.122*	1.675*	1.154	0.605
Bl			0.816	1.518	2.957**
Ml				0.818	2.423**
Ol					1.251
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	0.131				
B2		0.994			
M2			0.973		
02				0.933	
W2					3.105**
<u>Femal</u>	e to Female				
	A2	В2	M2	02	
B2	1.446				
M2	1.166	0.531			
02	0.467	1.267	0.917		
W2	0.472	2.934**	3.139**	1.525	

^{*}Significant at .05 level.

^{**}Significant at .01 level.

Key:	Al is	American Indian male	Ol	is	Oriental-American male
_	A2 is	American Indian female	02	is	Oriental-American female
	Bl is	Black-American male	Wl	is	White-American male
	B2 is	Black-American female	W2	is	White-American female
	Ml is	Mexican-American male	Tl	is	Other male
	M2 is	Mexican-American female	Т2	is	Other female

Table 4.61 shows that in response to Item 61: "I find that older people tend to be too bossy," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.88 2.44 2.55 2.65 2.77

Bl is significantly (.05) lower than Al.

Ml is significantly (.05) lower than Al.

Bl is significantly (.01) lower than Wl.

Ml is significantly (.01) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.85 2.59 2.66 2.77 2.92

B2 is significantly (.01) lower than W2.

M2 is significantly (.01) lower than W2.

Males to Females Within Ethnic Group

Wl is significantly (.01) lower than W2.

The rank order of answering toward "Always" or "1" is:

Males B1 M1 O1 W1 A1

Females B2 M2 O2 A2 W2

Table 4.62.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 62: I feel somewhat nervous when I drive a car.

			· · · · · · · · · · · · · · · · · · ·		
Male	to Male				
		Bl	Ml	01	Wl
Al		0.265	0.000	1.158	0.377
ві			0.345	1.788*	0.945
Ml				1.555	0.582
01					1.443
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.429				
B2		2.427**			
M2			2.743**		
02				1.789*	
W2					4.697**
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	2.326*				
M2	2.679**	0.198			
02	3.052**	0.910	0.803		
W2	2.831**	0.080	0.384	1.241	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.62 shows that in response to Item 62: "I feel some-what nervous when I drive a car," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.60 3.65 3.60 3.39 3.54

Ol is significantly lower than Bl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 3.69 3.26 3.23 3.10 3.27

B2 is significantly (.05) lower than A2.

M2 is significantly (.01) lower than A2.

O2 is significantly (.O1) lower than A2.

W2 is significantly (.01) lower than A2.

Males to Females Within Ethnic Group

B2 is significantly (.05) lower than B1.

M2 is significantly (.05) lower than M1.

02 is significantly (.05) lower than Ol.

W2 is significantly (.05) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males Ol Wl Al Ml Bl

Females O2 M2 B2 W2 A2

Table 4.63.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 63: I think courtesy towards others is a good reflection of a person's character.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.895	0.312	2.399**	1.083
Bl			1.056	1.708*	0.181
Ml				3.089**	1.831*
01					2.223*
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.623				
В2		2.162*			
M2			3.493***		
02				0.864	
W2					7.973**
Femal	e to Female				
	A2	B2	M2	02	
В2	0.822				
M2	0.397	0.593			
02	1.025	0.142	0.860		
W2	1.428	0.350	1.569	0.326	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
•	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.63 shows that in response to Item 63: "I think courtesy towards others is a good reflection of a person's character," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.37 2.16 2.30 1.92 2.14

Ol is significantly (.01) lower than Al.

Ol is significantly (.05) lower than Bl.

Ol is significantly (.01) lower than Ml.

Ol is significantly (.05) lower than Wl.

Wl is significantly (.05) lower than Ml.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.97 1.83 1.91 1.81 1.78

No significant difference

Males to Females Within Ethnic Group

B2 is significantly (.05) lower than B1.

M2 is significantly (.001) lower than Ml.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Table 64.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 64: I get more fun out of driving a car than any other activity.

Male	to Male				
		Bl	Ml	01	Wl
Al		1.337	0.237	1.385	2.222*
Bl			1.564	0.000	1.066
Ml				1.683*	3.351**
01					1.204
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	1.220				
B2		0.061			
M2			1.211		
02				2.216*	
W2					0.865
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.130				
M2	0.500	0.524			
02	1.222	1.949*	2.762**		
W2	0.694	1.360	2.401**	1.226	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al	is	American Indian male	01	is	Oriental-American male
_	A2	is	American Indian female	02	is	Oriental-American female
	Bl	is	Black-American male	Wl	is	White-American male
	В2	is	Black-American female	W2	is	White-American female
	Ml	is	Mexican-American male	Tl	is	Other male
	M2	is	Mexican-American female	Т2	is	Other female

^{**}Significant at .01 level.

Table 4.64 shows that in response to Item 64: "I get more fun out of driving a car than any other activity," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.91 3.20 2.96 3.20 3.33

Ml is significantly (.05) lower than Ol.

Ml is significantly (.001) lower than Wl.

Al is significantly (.05) lower than Wl.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 3.24 3.21 3.13 3.51 3.38

M2 is significantly (.01) lower than O2.

M2 is significantly (.01) lower than W2.

B2 is significantly (.05) lower than 02.

Males to Females Within Ethnic Group

Ol is significantly (.05) lower than O2.

The rank order of answering toward "Always" or "l" is:

Males A1 M1 B1 O1 W1
Females M2 B2 A2 W2 O2

Table 4.65.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 65: The police are only trying to do the job for which they are hired.

					
Male	to Male				
		Bl	Ml	01	Wl
Al		1.527	2.261*	0.604	0.360
в1			0.983	3.150**	2.220*
Ml				4.395***	3.763***
01					1.926*
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.368				
B2		1.391			
M2			1.090		
02				1.582	
W2					1.978*
Femal	le to Female				
	A2	В2	M2	02	
В2	0.056				
M2	1.168	1.354			
02	0.000	0.073	1.563		
W2	0.748	1.095	3.196**	1.180	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.65 shows that in response to Item 65: "The police are only trying to do the job for which they are hired," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl
Mean Scores: 2.00 2.29 2.42 1.89 2.06

Al is significantly (.05) lower than Ml.

Ol is significantly (.01) lower than Bl.

Ol is significantly (.001) lower than Ml.

Ol is significantly (.05) lower than Wl.

Wl is significantly (.05) lower than Bl.

Wl is significantly (.001) lower than Ml.

Females to Females: A2 B2 M2 O2 W2
Mean Scores: 2.08 2.09 2.28 2.08 1.97

W2 is significantly (.01) lower than M2.

Males to Females Within Ethnic Group

W2 is significantly (.05) lower than W1.

The rank order of answering toward "Always" or "l" is:

Table 4.66.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 66: My folks insist that I spend most week-day evenings at home.

		Bl	Ml	ol	Wl
Al		0.451	0.844	0.766	0.983
Bl		00.102	0.513	0.418	0.706
Ml			0.020	0.064	0.090
01					0.157
Male	to Female				
	Al	Bl	Ml	01	Wl
A 2	1.239				
B2		0.481			
M2			1.855*		
02				1.933*	
W2					1.820
Femal	e to Female				
	A2	B2	M2	02	
B2	1.336				
M2	0.450	2.470**			
02	0.681	2.581**	0.383		
W2	0.146	1.994*	1.210	1.445	

^{**}Significant at .01 level.

Key:	Al is American Indian male	Ol is Oriental-American male
_	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.66 shows that in response to Item 66: "My folks insist that I spend most week-day evenings at home," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 3.11 3.01 2.93 2.94 2.92

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.77 3.10 2.67 2.61 2.80

M2 is significantly (.01) lower than B2.

O2 is significantly (.01) lower than B2.

W2 is significantly (.05) lower than B2.

Males to Females Within Ethnic Group

M2 is significantly (.05) lower than M1.

O2 is significantly (.05) lower than O1.

W2 is significantly (.05) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males W1 M1 O1 B1 A1
Females O2 M2 A2 W2 B2

Table 4.67.--The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 67: I am considered a reliable person.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.384	2.054*	0.119	0.390
Bl			2.200*	0.715	1.219
Ml				3.589***	5.350***
ol					0.501
Male	to Female				
	Al	Bl	Ml	Ol	Wl
A2	0.000				
B2		0.854			
M2			3.566***		
02				0.090	
W2					2.980**
<u>Femal</u>	le to Female				
	A2	B2	M2	02	
B2	0.364				
M2	0.000	0.426			
02	0.078	0.313	0.093		
W2	1.781*	1.300	2.513**	1.939*	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.67 shows that in response to Item 67: "I am considered a reliable person," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.21 2.28 2.55 2.19 2.15

Al is significantly (.05) lower than Ml.

Bl is significantly (.05) lower than Ml.

Ol is significantly (.001) lower than Ml.

Wl is significantly (.001) lower than Ml.

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.21 2.16 2.21 2.20 2.03

W2 is significantly (.05) lower than A2.

W2 is significantly (.01) lower than M2.

W2 is significantly (.05) lower than O2.

Males to Females Within Ethnic Group

M2 is significantly (.001) lower than M1.

W2 is significantly (.01) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males W1 O1 A1 B1 M1
Females W2 B2 O2 M2 A2

Table 4.68.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 68: I like to help a person who is in trouble.

Male	to Male				
		Bl	Ml	Ol	Wl
Al		1.264	0.249	0.241	0.746
Bl			1.476	1.396	1.060
Ml				0.000	0.879
Ol					0.778
Male	to Female				
	Al	Bl	Ml	ol	Wl
A 2	2.377**				
B2		3.272***			
M2			3.180**		
02				1.638	
W2					9.600***
Femal	e to Female				
	A2	B2	M2	02	
B2	1.076				
M2	1.199	0.075			
02	1.907*	0.764	1.059		
W2	1.107	0.343	0.397	1.606	

^{*}Significant at .05 level.

^{***}Significant at .001 level.

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

^{**}Significant at .01 level.

Table 4.68 shows that in response to Item 68: "I like to help a person who is in trouble," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.14 2.36 2.18 2.18 2.25

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 1.69 1.87 1.86 1.98 1.83

A2 is significantly (.05) lower than O2.

Males to Females Within Ethnic Group

A2 is significantly (.01) lower than Al.

B2 is significantly (.001) lower than B1.

M2 is significantly (.01) lower than M1.

W2 is significantly (.001) lower than W1.

The rank order of answering toward "Always" or "l" is:

Males A1 M1 O1 W1 B1
Females A2 W2 M2 B2 O2

Table 4.69.—The t-test of significance comparing ethnic groups by sex in response to individual items on the Mann Inventory relevant to Item 69: I am more courteous than the average driver.

Male	to Male				
		Bl	Ml	01	Wl
Al		0.392	1.220	0.067	0.324
Bl			0.902	0.523	0.193
Ml				1.529	1.595
01					0.509
Male	to Female				
	Al	Bl	Ml	01	Wl
A2	0.597				
B2		0.276			
M2			1.013		
02				0.980	
W 2					0.653
<u>Femal</u>	e to Female				
	A2	B2	M2	02	
B2	0.507				
M2	0.311	0.299			
02	0.000	0.668	0.440		
W2	0.692	0.090	0.587	1.159	

Key:	Al is American Indian male	Ol is Oriental-American male
	A2 is American Indian female	O2 is Oriental-American female
	Bl is Black-American male	Wl is White-American male
	B2 is Black-American female	W2 is White-American female
	Ml is Mexican-American male	Tl is Other male
	M2 is Mexican-American female	T2 is Other female

Table 4.69 shows that in response to Item 69: "I am more courteous than the average driver," the following significant differences were noted:

Males to Males: Al Bl Ml Ol Wl

Mean Scores: 2.65 2.71 2.82 2.64 2.69

No significant difference

Females to Females: A2 B2 M2 O2 W2

Mean Scores: 2.76 2.67 2.71 2.76 2.66

No significant difference

Males to Females Within Ethnic Group

No significant difference

The rank order of answering toward "Always" or "l" is:

A summary of the significant differences on individual items according to sex within ethnic groups and ethnic groups on the Mann Inventory is shown in Table 4.70.

Table 4.70.—Summary of significant differences on individual items on the Mann Inventory as compared by ethnic group and sex.

Ethnic Group	Sex	Symbol	Individual Item Number
American Indian	Male	Al	11 16 20 21 32 42 61
Black-American	Male	Bl	
American Indian	Male	Al	12 13 18 28 32 33 41 42 53 54
Mexican-American	Male	Ml	59 61 65 67
American Indian	Male	Al	12 13 17 20 25 31 32 53 55 57
Oriental-American	Male	01	59 63
American Indian	Male	Al	20 31 32 38 59 63
White-American	Male	Wl	
Black-American	Male	Bl	7 8 11 14 15 16 18 21 23 26 29
Mexican-American	Male	Ml	32 38 40 41 43 58 67
Black-American	Male	Bl	16 26 29 35 39 53 56 57 58 59
Oriental-American	Male	01	62 63 65
Black-American	Male	Bl	8 9 11 16 21 26 29 34 35 40 41
White-American	Male	Wl	46 56 61 65
Mexican-American	Male	Ml	7 12 14 18 20 21 25 32 33 38 40
Oriental-American	Male	01	41 42 43 51 55 57 63 64 65 67
Mexican-American	Male	Ml	7 9 18 21 23 24 27 31 32 33 34
White-American	Male	Wl	38 40 41 42 43 45 47 57 58 61
			63 64 65 67
Oriental-American	Male	01	7 12 14 19 25 36 37 38 51 52 53
White-American	Male	Wl	55 58 59 63 65
American Indian	Female	A2	12 18 21 30 36 37 46 55 57 62
Black-American	Female	B2	
American Indian	Female	A2	7 12 14 18 21 22 30 36 37 41
Mexican-American	Female	M2	49 51 62

Table 4.70.--Continued.

Ethnic Group	Sex	Symbol	Individual Item Number
American Indian	Female	A2	12 36 37 41 44 49 62 68
Oriental-American	Female	Ol	
American Indian	Female	A2	11 12 15 21 22 27 30 34 37 41
White-American	Female	W2	44 45 48 62 67
Black-American	Female	B2	7 22 31 32 39 41 42 45 46 52 66
Mexican-American	Female	M2	
Black-American	Female	B2	17 21 25 31 34 36 53 55 56 64 66
Oriental-American	Female	02	
Black-American	Female	B2	11 15 17 18 22 29 31 33 34 36 38
White-American	Female	W2	39 47 48 52 53 54 55 61 66
Mexican-American	Female	M2	7 9 21 22 30 32 34 36 38 41 46
Oriental-American	Female	Q2	52 53 57 64
Mexican-American	Female	M2	7 9 11 14 15 17 18 22 23 27 28
White-American	Female	W2	30 32 33 34 36 38 41 42 46 47 48 49 51 52 53 55 56 57 60 61 64
			65 67
Oriental-American	Female	02	10 11 12 15 18 21 23 26 27 28
White-American	Female	W2	34 35 36 47 49 67
American Indian	Male	Al	21 22 32 33 37 38 49 53 55 56
American Indian	Female	A2	59 68
Black-American	Male	Bl	13 21 22 25 26 38 39 42 53 59
Black-American	Female	B2	60 62 63 68
Mexican-American	Male	Ml	12 13 21 26 30 35 36 38 44 45
Mexican-American	Female	M2	48 49 50 52 54 60 62 63 66 67 68
Oriental-American		Ol	10 12 18 19 22 28 35 38 43 44
Oriental-American	Female	Q 2	45 47 48 54 57 62 64 66
White-American	Male	Wl	11 12 13 14 15 21 26 33 34 35
White-American	Female	W2	36 37 38 39 40 43 44 45 46 48
			49 50 51 54 55 56 57 59 60 61 62 63 65 66 67 68

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With 147 significant differences between males of different ethnic groups, 153 significant differences between females of different ent ethnic groups, and 101 significant differences based on sex within the same ethnic group, the third hypothesis was accepted.

Summaries of statistical and graphical information in this chapter are further discussed in Chapter V, along with conclusions, recommendations, and suggestions for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Data analysis of the questionnaire was compiled and the three research hypotheses were examined in Chapter IV. The concluding chapter of this investigation summarizes the results of the data compiled in previous chapters, draws conclusions, and makes recommendations for future research.

Summary

The purpose of this study was to help instructors recognize differences in attitudes of various cultural groups in relation to their self-concepts. An instructor must be aware of general characteristics of a student's ethnic background in order to understand the individual behavior in relation to the student's needs.

This problem was investigated by administering the Mann Inventory to 2,508 driver education students from the high schools in Monterey County, California.

Five ethnic groups—American Indian, Black-American, Mexican-American, Oriental—American, and White-American—consisting of 1,261 males and 1,247 females were classified into normal, under-controlled, and over-controlled categories according to the personal attitudes they expressed on the Mann Inventory; then they were compared.

Testing the significant differences of mean total scores, the interaction of sex-ethnic groups with the largest difference occurring within the White-American male-female comparison, and the closeness of the other four ethnic groups caused Hypothesis 1 to be rejected at the .0568 level.

When comparing ethnic groups and by sex within ethnic groups in the normal category, there were 16 significant differences. The Black-American and the Mexican-American ethnic groups were significantly different (lower) than the three other ethnic groups. Although there were more White-American females (72.77 percent) in the normal category, the Oriental-American males (62.75 percent) and females (70.00 percent) combined for the highest ethnic group average with 66.38 percent. The White-American females were significantly different (higher) from American Indian females, Black-American females, Mexican-American females, and also White-American males. Comparisons were not made between males and females of different ethnic groups.

When comparing ethnic groups and by sex within ethnic groups in the under-controlled category, there were ten significant differences. The Mexican-Americans were significantly different (higher) than American Indians, Black-Americans, and White-Americans. The Oriental-Americans were also significantly different (higher) than the same three groups in the under-controlled category as measured by the subscores on the Mann Inventory. Although there were no significant differences in the male comparisons, the Mexican-American females and the Oriental-American females were significantly different (higher) than both White-American females and Black-American females.

In the over-controlled category there was only one significant difference; the Black-American was much higher than the Mexican-American ethnic group.

Therefore Hypothesis 2 was accepted.

When considering significant differences on individual items in the Mann Inventory, the White-American females were the highest, with significant differences on 36 items when compared with White-American males, and 34 items when compared with Mexican-American females.

A succinct examination of ethnic groups by sex responses on individual items revealed the following attitudes when compared to other ethnic groups:

American Indian males:

do not believe courses in school are set up to meet the needs of students (Item 20).

do not believe grades in school are a good indication of ability (Item 59).

American Indian females:

believe it is necessary to always stop at "stop" signs (Item 37). do not feel nervous when driving a car (Item 62).

Black-American males:

are not more careful when they see a police officer (Item 16). do not think community is a happy place to live (Item 11). like to get everything out of a car (Item 26). do not think courtesy toward other drivers is important (Item 56).

Black-American females:

are concerned about the way their clothes look (Item 21).

do not get impatient in heavy traffic (Item 31).

do not believe traffic laws are set up to improve traffic safety (Item 55).

do not think their folks insist they stay at home on week-day evenings (Item 66).

Mexican-American males:

do not think they are popular with students in their class (Item 41). believe police officers are rougher on teenagers (Item 42). do not consider themselves to be reliable persons (Item 67). feel there are times when everyone is against them (Item 32).

Mexican-American females:

feel slow drivers should be kept off the highways (Item 22). do not feel popular with the students in their class (Item 41). feel they have been wrong but would not admit it to opponent (Item 46).

feel family spends a great deal of time together (Item 52). do not like a great deal of freedom (Item 57). believe there are times when everyone is against them (Item 32).

Oriental-American males:

believe attitudes are more important to driving than ability (Item 53).

believe traffic laws are to promote safety (Item 55). think courtesy is a reflection of a person's character (Item 63).

Oriental-American females:

are not concerned about the way their clothes look (Item 21). do not get more fun out of driving a car than anything else (Item 64).

White-American males:

- do not like to put extras on their cars to attract attention (Item 38).
- do not mind being told what to do (Item 58).
- do not get more fun out of driving a car than any other thing (Item 64).

White-American females:

feel their community is a happy place to live (Item 11). live in a home that is happy (Item 15). do not believe that drivers should be given more freedom (Item 34). consider themselves reliable persons (Item 67).

All females:

- are more concerned about the way their clothes look than males are (Item 21).
- do not like to get everything out of a car as much as males do (Item 26).
- do not like to put extras on cars as much as males do (Item 38).

are prouder of their reputations in the community than males are (Item 49).

feel more nervous when driving a car than males feel (Item 62).

like to help people in trouble more than males do (Item 68).

The summary of significant differences on individual items in the Mann Inventory as compared by ethnic group and sex is presented in Table 5.1.

Hypothesis 3 was accepted.

Conclusions

The Black-Americans in this study showed a marked difference from Sinkoff's study with inner-city Blacks. The location of a military base with which many parents of the Black-Americans in this study were connected may be the reason for the higher income and greater schooling. The results of this study indicated that these Black-Americans will soon be equal in all respects, since they have similar goals, expectations, and desires as the White-Americans.

This study has shown that it is possible to identify groups and individuals with personal adjustment problems. The Mexican-American has a poor self-concept and feels others do not like him as a person. The Mexican-American ethnic group is significantly different than all other ethnic groups in this study.

The Oriental-Americans in this study have acculturated completely to compare "normally" as an ethnic group and as individuals with White-Americans.

Aaron Sinkoff, "A Comparison of Two Cultural Groups Through the Use of the Mann Inventory" (unpublished Ph.D. dissertation, Michigan State University, 1969).

Table 5.1.—Summary of significant differences on individual items in the Mann Inventory as compared by ethnic group and sex.

Ethnic	Signif	Level of Significant Difference				
Group, Se x	.05	.01	.001	Total		
Al - Bl	7	0	0	7		
Al - Ml	10	3	1	14		
Al - Ol	7	3	2	12		
Al - Wl	4	2	0	6		
Bl - Ml	12	4	2	18		
B1 - O1	10	3	0	13		
Bl - Wl	9	6	0	15		
M1 - O1	8	7	6	21		
Ml - Wl	7	9	9	25		
ol - Wl	12	4	0	16		
A2 - B2	8	1	1	10		
A2 - M2	6	4	3	13		
A2 - O2	5	3	0	8		
A2 - W2	11	4	0	15		
B2 - M2	4	5	2	11		
B2 - O2	7	3	1	11		
B2 - W2	7	6	7	20		
M2 - O2	7	6	2	15		
M2 - W2	11	13	10	34		
02 - W2	9	5	2	16		
A1 - A2	9	3	0	12		
B1 - B2	7	5	2	14		
M1 - M2	9	7	5	21		
01 - 02	15	1	2	18		
W1 - W2	4	9	23	36		

The major difference within an ethnic group in this study was between the White-American males and females. The White-American males had more problems with their personal adjustment. The White-American females had more significant differences with <u>all</u> other groups compared in this study.

This study has shown that there are differences and similarities among and within ethnic groups. Instructors should recognize these characteristics and develop a curriculum and select a methodology that would be effective for each individual, regardless of or because of the student's cultural background. The driver education instructor has a particularly difficult job: to recognize the personality differences the student brings into the car and to blend them into a uniform, nonaccident traffic pattern.

Discussion

Based on the findings of this study, it appears that students will express views of their personality characteristics when given a paper and pencil test on the Mann Personal Attitude Survey.

In this researcher's opinion, the self-concept of students would be clarified if the Mann Inventory were given to high school seniors, since many sophomores lack behind-the-wheel experience to answer the driving questions with authority.

Because of family and religious pressures, the Mexican-American appears to be resisting acculturation. He is truly torn between two worlds, that in which he is living and that in which he must learn and earn a living. There is a question about whether the

Mexican-American really wants to change his way of life, since in the area of this study there have been many chances.

The Oriental-American has shown that he has the philosophy to acculturate into any country, regardless of set-backs, while never losing his identity and self-concept. It will be interesting to see a possible change in succeeding generations.

Whether the elders can maintain their control or the young will tend to adopt the family relationships of the dominant culture is an unanswered question.

Although this study has increased our knowledge of ethnic differences, it has also raised many questions. What is the role of the White-American male and female? With the liberation of women into the unisex of the business world and the emergence of minority group studies, what is the self-concept of the White-American male in the United States in regard to nationalism and sex development?

What of the "melting pot" of America and <u>all</u> nationalities becoming Americans, not hyphenated Americans? Do minority studies and pride of ethnic background perpetuate differences among ethnic groups?

This study has indicated that Oriental-Americans are as "normal" as White-Americans, that Black-Americans in the same area of opportunities are closely "normal" with White-Americans. Yet the Mexican-American, with the dominant church and family enclosure, has resisted acculturation. The American Indian in this study has many similarities with the White-American. Is this because he is outside of the "reservation influence" and is living as and with White-Americans?

It seems that these questions raise many possibilities for future researchers.

Recommendations for Further Research

This study contributes to the research on cultural differences and their effect on the student in the classroom. Based on the findings of this research and the belief that a positive self-concept can achieve effective learning in traffic safety, the following recommendations are made:

- A comparison should be made of the driving habits of different ethnic groups.
- A study comparing the behavior characteristics of White American youngsters and other ethnic groups living in foreign countries should be made.
- A comparison of geographical and environmental influences on the self-concept of ethnic groups should be done.
- 4. A study should be made comparing the economic effect on the personality adjustment of individuals and ethnic groups.
- 5. Studies should be made to evaluate the competency of current driver education instructors to recognize personality problems based on cultural background.

APPENDICES

APPENDIX A

MANN PERSONAL ATTITUDE SURVEY

APPENDIX A

MANN PERSONAL ATTITUDE SURVEY

This questionnaire has hopes of providing the most meaningful school situation for you and your fellow students. There are no "right" or "wrong" answers. The answers should be those that are "correct" for you personally.

Please circle the letter on the left of the question that is most "correct to the best of your knowledge.

1. If you are a male mark "a", if you are female mark "b". a b

- abcde 2. Mark the letter that matches your age at this time: a-under 15, b-15, c-16, d-17, e-over 17.
- a b c d e f 3. Mark the family origin that most applies to you: a-American Indian, b-Black American. c-Mexican American, d-Oriental American, e-White American, f-Other.
- 4. Mark the yearly income that best fits your family: a-under \$5,000, b-between 5 and 15,000; c-between 15 and 25,000, d-over \$25,000. a b c d e
- 5. Mark the formal schooling that best describes your father: a-stopped before 8th grade, b-Completed 8th grade, c-Completed High School, d-Completed Jr. College, c-Completed College. abcde
- 6. Mark the formal schooling that best describes your mother: a-stopped before 8th grade, b-Completed 8th grade, c-Completed High School, d-Completed Jr. College, abcde e Completed College.

For the following questions, mark the letters to the left in relation to the following key

			a- always	b- usually	c- sometimes	d- rarely	e- never
	b c b c			take part in o <mark>rganized</mark> cople are much better			
	bс					aged people.	
-	bс			en are sincere in enforc			
				ents are reasonable in		ie.	
	bс			omunity is a happy place			
	bс	-		ff until tomorrow thin	gs i snould do today.	•	
-	bс			o dav dream.	1: 1 1 1 6	1.1	
	bс			ill of pep when I get b		n automobile.	
	bс			a home that is happy			
	bс			a police officer, I am			i
	bс	-		reful drivers cause mo			less ones.
	bс			being out late at nigh		igs.	
a	bс	d c		feeling of real power v			
2	bс	d c		s in school a <mark>re set up t</mark>		l interests of th	e student.
a	bс	d c	21. l am co	ncerned about the wa	y my clothes look.		
a	bс	d c	22. Slow de	rivers should be kept o	off the highways.		
а	bс	d e	23. All new	drivers should be req	uired to take a course	e in driver educ	ation.
a	bс	d c	24. Unsafe	drivers should be dep	rived of the right to d	lrive.	
a	bс	d c	25. Accide	nts don't just happen;	they are caused.		
а	b c	d e	26. I like to	get everything out o	f a car that it has in it	t .	
а	Ъс	d c	27. The ch	ief work of most polic	emen should be traff	ic control.	
а	bс	d c		ents exert too much c			
а	Ьc	d c		ople in my communit		enforced.	
a	Ьс	d e		been TEMPTED to ch			
а	Ьс	d c		ipatient in heavy traff			
a	bс	d c		ire times when it seem		inst me.	
	_				, 0		

201

a- always

b-usually

c- sometimes

d- **rarely**

e- never

abcde	33. Old, defective cars should be kept off the road.
abcde	34. Drivers should be given more freedom in obeying traffic signs.
abcde	35. People should drive when they are angry.
abcde	36. Passing on hills and curves is exceedingly dangerous.
abcde	37. It is necessary to stop at "stop" signs if no other cars are in sight.
abcde	38. I like to put extras on my car to attract attention.
abcde	39. I am good at talking myself out of trouble.
abc de	40. Strong discipline in practice makes a better team.
abcde	41. I am popular with most of the students in my class.
abc de	42. Police officers are rougher on teen-agers than on adults.
abcde	43. Teachers want to help students with their problems.
abcde	44. The principal driver in my family gets traffic tickets for moving violations.
abcde	45. I have as good table manners at home as when I cat out.
abc de	46. I have been wrong in an argument but wouldn't admit it to my opponent.
abc de	47. Society should have the right to question the way I drive.
abcde	48. I like to razz a team when it is losing.
abcde	49. I am proud of my reputation in the community.
abcde	50. I am considered a friendly person.
abcde	51. I like most of my work.
abcde	52. Our family spends a great deal of time together.
abcde	53. Attitudes toward driving are more important than ability to handle a car.
abc de	54. I like to take chances when I'm driving.
abcde	55. Traffic laws are set up to promote safety.
abcde	56. Courtesy toward other drivers is important.
abcde	57. I like a great deal of freedom.
abcde	58. I don't mind being told what to do.
abcde	59. My grades in school are a good indication of my ability.
abcde	60. I become concerned about what other people think of me.
abcde	61. I find that older people tend to be too bossy.
abcde	62. I feel somewhat nervous when I drive a car.
abcde	63. I think courtesy towards others is a good reflection of a person's character.
abcde	64. I get more fun out of driving a car than any other activity.
abcde	65. The police are only trying to do the job for which they are hired.
abcde	66. My folks insist that I spend most week-day evenings at home.
abcde	67. I am considered a reliable person.
abcde	68. I like to help a person who is in trouble.
abcde	69. I am more courteous than the average driver.

Tell us how you feel about the test in the space remaining.

APPENDIX B

STUDENTS' OPEN-ENDED RESPONSES TO QUESTIONNAIRE

APPENDIX B

STUDENTS' OPEN-ENDED RESPONSES TO QUESTIONNAIRE

A random sampling of responses exactly as written in answer to the question:

Tell us how you feel about the test in the space remaining.

- "Seemed kind of nosey in family questions."
- "I think that it was pretty dumb and they asked too many personal questions."
- "I thought it was very good--makes a person think. Have more like this!"
- "This test show some intelligence in trying to find out about the students ability and attitudes toward driving, school, manners."
- "I think this test is trying to tie together our attitudes toward life to the way we drive. There probably is a connection."
- "I think more people should tate it. it is a good test."
- "As a survey it was OK. It could have been better."
- "I thought it was sort of dumb."
- "I love to answer questions therefore I enjoyed it."
- "Makes me feel as if we are taking a Driver's Education test."
- "I think its weird."
- "This is a somewhat nosey test. Really!!"
- "The test asks to many question that don't mean anything."
- "I think its full of shit."
- "The answers don't go along with the questions."
- "I feel that it was trying to find out what kind of driver I am, and what kind of family life I have."
- "Unnecessary questions were asked."

- "This test is irrelevant."
- "I feel that this test was finding out about our family attitude which may cause us emotional reflection upon our driving."
- "I thought the test inquired about a few things that were not anyone else's business."
- "This survey was dump!"
- "Asks to many personal questions."
- "I think the question were too personal and some of them were dumb."
- "It's to nosey but okay."
- "it was a good test and they ask to much questions."
- "The test was very interesting and I thing it is true all the thing that were in the teste."
- "The test reminded me of how I am and what I feel for others. It makes you think of yourself for a moment, and if you are sorry the way you are, you might want to change your way of living."
- "It makes you think about your self."
- "There is no reason for it and most of it is none of your business, it's my life and Ive' my own private business some questions are none of your business!"
- "I think that some of the questions they asked are too personal but othre wise its alright."
- "I don't see any sense in it."
- "It was OK But I don't think some of the questions should be asked."
- "This is a some what nosey test!"
- "Some questions didn't make sense and its none of your business."
- "You sure are nosey!"
- "It isn't too bad, but it is really a bunch of nonsense!!"
- "Bye"
- "I think it is allright if you want to be nosey."

"I think this test is very good, but some of the questions I didn't like."

"I think that the test is a pretty good one. It makes you think a lot."

"It's such a put-on. I think it's a time wasting, useless thing."

"What's the automobile got to do with a person's schooling?"

"Simple, plain test."

"I see no point in the test."

"This test is probably written to bring the attention to us teen-agers about safety in driving. I does help, because it makes one realize how I am."

"It was okay, kinda weird, it makes you think about things now days."

"It was kind of fun. It was interesting."

"There were a lote of things covord in this test."

"I feel this test is alright just to find out if your awake."

"It's a good test you find out more about yourself and likes and dislikes finding out what people are like. Good test makes you think more about whats going on in life."

"I don't own a car and I drive very little so I wouldn't know how accurate my answers are."

"I think the test would be a good driving test."

"You have a hang up on cars. You can't judge a person by the way they drive, they may be tired (so they drive slow) or in a hurry (so they drive fast)."

"Who cares"

"OK more about driving than anything else."

"I think that this test is great because it makes you remember to help people and obey the rules that the government make."

"The questions are not invasions of privacy, but I wish I knew what you're trying to find out. When I take test like this I always feel like giving all the weirest answers possible and freaking everyone out."

"estupido"

- "I think it a very good test probably the only one I'll pass (Ha!)."
- "I think it is stupid."
- "I found this test somewhat nosey and unnecessary, but not offensive. I could see no reason for it."
- "Some of the questions were kind of funny but that is the way people are I guess. But for one thing it is pretty complete. but I don't drive a car yet so what do you say to that."
- "All right not enough about feelings between teacher and students."
- "Some of the answers do not fit the questions."
- "Most of these questions on this test aren't important to ask."
- "Boo! on you, Sir."
- "It stinks"
- "Its all right, I guess."
- "I do not think this will help my fellow students. This test asked more question about driving then about the school. I do not think the first part of this test will help my fello students."
- "This test will be good because it will help to find out how most people about things. It will help to change things that need changing and improve on other things."
- "It was kinda dumb. But maybe after I know what is fer it won't be so dumb."
- "The test is aimed at those people who drive a lot, (for fun) for those wo don't, the statements are impersonal."
- "I would like to know if driving a car has a little to do with your personality. Does the way a person drive a car show what type of person he is?"

APPENDIX C

BEHAVIOR DESCRIPTIONS USED IN THE MANN INVENTORY

APPENDIX C

BEHAVIOR DESCRIPTIONS USED IN THE MANN INVENTORY

Under-Controlled

General: Behavior characterized by forceful, outgoing action or vigorous efforts to assert oneself over others, with little consideration of the results.

Specific in the driver education context:

- Will try any skill with no fear of making a mistake or failure.
- 2. Will attempt to answer any question--hand always up in responding to an oral question.
- 3. Will attempt to argue and bargain to keep ahead.
- 4. Will do wrong or doubtful act, then ask about doing it.
- 5. Will be trying to communicate much more than expected.
- 6. Will try many activities before told to do so, or before full instructions given.
- 7. Will insist or demand all that he or she feels is due--with no concern for the feelings of others involved.
- 8. Will seem to be cool and calm most of the time.
- 9. Will be impulsively lively, gay and enthusiastic.
- 10. Will wish to drive much more and try any new experience.

Over-Controlled

General: Behavior characterized by withdrawal from communication with other persons with efforts to have everything under control so that they cannot be criticized by others.

Specific in the driver education context:

- 1. Will try a skill after deliberation and full understanding-then only hesitatingly.
- 2. Will not attempt to answer question if not sure with fear of being wrong in peer group.
- 3. Will accept what is said by an instructor or peer and will never argue for a point.
- 4. Will ask about a task coming up, then when understood, will try it.
- 5. Will communicate when he feels it absolutely necessary.
- 6. Will not move into any activity until told or given permission to do so.
- Will not demand or assert rights, but will accept what is offered.

- 8. Will be upset and exhibit anxiety rather often.
- 9. Will be sober, prudent and serious.
- 10. Will not readily volunteer for more driving or new experiences without first considering them very carefully.

Normal

General: Behavior characterized by well-adjusted interaction with persons and consistent with the norms of the society in which the individual lives, with the absence of tendencies toward extremes in personality.

APPENDIX D

RAW SCORES FOR DEMOGRAPHIC DATA

APPENDIX D

RAW SCORES FOR DEMOGRAPHIC DATA

Table D.1.--Frequency distribution of the sample population classified by number and percent according to age, ethnic group, and sex.

Ethnic Group, Sex		Under 15	15	16	17	Over 17	Total
Al	N P	2 5.1	17 43.6	12 30.8	7 17.9	1 2.6	39
A2	N P	0 0.0	18 46.2	16 41.0	5 12.8	0 0.0	39
Bl	N P	2 2.2	15 16.3	38 41.3	6 6.5	3 3.3	64 ^a
В2	N P	2 2.3	46 52.3	13 14.8	7 8.0	0 0.0	68 ^a
Ml	N P	0 0.0	52 34 .2	68 44 . 7	26 17.1	6 3.9	152
M2	N P	7 4.1	62 36.0	72 41.9	29 16.9	2 1.2	172
01	N P	3 2.9	58 56.9	33 32.4	6 5 . 9	2 2.0	102
02	N P	0 0.0	48 53.3	34 37.8	8 8.9	0 0.0	90
Wl	N P	6 0.8	370 52.3	277 39.1	51 7.2	4 0.6	708
W2	N P	7 1.0	396 57.1	245 35.3	34 6.5	1 0.1	694
Tl	N P	0 0.0	84 50.0	75 44 . 6	8 4. 8	1 0.6	168
Т2	N P	1 0.6	82 50.0	68 41.5	10 6.1	3 1.8	164
Total	N P	30 1.2	1248 49.8	951 37.9	208 8.3	19 0.8	2460

There were 28 (24 percent) Black-American males and 20 (22 percent) Black-American females who did not answer this question.

Key: N = Number

P = Percent

Table D.2.--Frequency distribution of the sample population classified by number and percent according to yearly income of family.

Ethnic Group, Sex		Under 5,000	Between 5,000- 15,000	Between 15,000- 25,000	Over 25,000	Total
Al	N P	2 5.1	20 51.3	13 33.3	4 10.3	39
A2	N P	2 5.1	15 38.5	15 33.3	7 17.9	39
Bl	N P	7 7.6	36 39.1	36 39.1	13 14.1	92
В2	N P	12 13.6	39 44.3	27 30.7	10 11.4	88
Ml	N P	36 23.7	88 57.9	26 17.1	2 1.3	152
M2	N P	54 31.4	73 42.4	34 19.8	11 6.4	172
01	N P	5 4.9	59 57.8	27 26.5	11 10.8	102
02	N P	6 6.6	55 61.1	25 27.8	4 4.4	90
Wl	N P	18 2.5	311 43.9	269 39.0	110 15.5	7 08
W 2	N P	29 4.2	319 46.0	260 37.5	86 12.4	694
Tl	N P	14 8.3	85 50 . 6	53 31.5	16 9.5	168
Т2	N P	11 6.7	85 51.8	48 29.3	20 12.2	164
Total	N P	196 7.8	1185 47.2	833 33.2	294 11.7	2508

Table D.3.--Father's Schooling.

Ethnic Group	Sex	Stopped before 8th	Completed 8th grade	Completed High School	Completed Jr. College	Completed College	Total
American	М	3	10	19	5	2	39
Indian	39	7.7	25.6	48.7	12.8	5.1	
(78)	F	2	6	15	4	12	39
	39	5.1	15.4	38.5	10.3	30.8	
Black-	М	2	6	49	16	19	92
American	92	2.2	6.5	53.3	17.4	20.6	
(180)	F	5	10	46	10	17	88
	88	5.7	11.4	52.3	11.4	19.3	
Mexican-	М	64	33	39	10	6	152
American	152	42.1	21.7	25.7	6.6	3.9	
(324)	F	78	37	39	5	13	172
	172	45.3	21.5	22.7	2.9	7.6	
0-11	М	8	11	44	18	21	102
Oriental- American	102	7.8	10.8	43.1	17.6	20.6	
(192)	F	7	10	45	13	15	90
	90	7.8	11.1	50.0	14.4	16.7	
	М	19	85	236	97	271	708
White- American	7 08	2.7	12.0	33.3	13.7	38.3	
(1402)	F	21	90	240	93	250	694
	694	3.0	13.0	34.6	13.4	36.0	
	М	12	19	68	26	43	168
Other	168	7.1	11.3	40.5	15.5	25.6	
(332)	F	15	26	64	15	44	164
	164	9.1	15.9	39.0	9.1	26.8	
	М	108	164	455	172	362	1261
Subtotal	1261	8.6	13.0	36.0	13.6	28 .7	
J	F	128	179	449	140	352	1247
	1247	10.3	14.4	36.0	11.2	28.1	
	All	236	343	904	312	714	2508
Total	2508	9.4		36.0		28.4	٠

Table D.4.--Mother's schooling.

Ethnic Group	Sex	Stopped before 8th	Completed 8th grade	Completed High School	Completed Jr. College	Completed College	Total
American Indian (78)	М 39 F	3 7.7 1	11 28.2 8	16 41.0 14	3 7.7 7	6 15.4 9	39 39
		39	2.6	20.5	35.9	17.9	23.1
Black- American (180)	м 92	2 2.2	14 15.2	41 44.6	11 12.0	24 26.1	92
	F 88	1 1.1	13 14.8	49 55.7	15 17.0	10 11.4	88
Mexican- American (324)	M 43.4	66 25.7	39 22.4	34 6.6	10 2.0	3	152
	F 172	79 45.9	41 23.8	40 23.3	4 2.3	9 5.2	173
Oriental- American	M 102	4 3.9	10 9.8	52 51.0	12 11.8	25 24.5	103
(192)	F 90	12 13.3	7 7.7	44 48.9	11 12.2	16 17.7	90
White- American	M 1.4	10 7.1	50 48 .7	345 16.7	118 26.1	185	708
(1402)	F 694	9 1.3	75 10.8	319 46.0	120 17.3	171 24.6	694
Other	M 168	8 4.8	20 11.9	87 51.8	24 14.9	29 17.3	168
(332)	F 164	19 11.6	31 18.9	70 42.7	19 11.6	25 15.2	164
Subtotal	M 1261	93 7.4	144 11.4	575 45.4		272 21.6	1261
Jancocar	F 1247	121 9.7	175 14.0	534 43.0			1247
Total	All 2508	214 8.5	319 12.7	1111 44.2		512 20.4	2508

APPENDIX E

RAW SCORES FOR INDIVIDUAL ITEMS ON MANN INVENTORY

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APPENDIX E

RAW SCORES FOR INDIVIDUAL ITEMS ON MANN INVENTORY

Table E.1.--Item 7: I like to take part in organized extra-curricular activities.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 15.38	6 15.38	12 30.77	10 25.64	5 12.82	39	3.05	1.26
A2	N P	4 10.26	10 25.64	17 43.59	5 12.82	3 7.69	39	2.82	1.05
Bl	N P	16 17.39	15 16.30	38 41.30	13 14.13	10 10.87	92	2.85	1.19
В2	N P	10 11.63	24 27.91	39 45.35	7 8.14	6 6.98	86	2.71	1.02
Ml	N P	11 7.24	19 12.50	66 43.42	39 25.66		152	3.21	1.04
M2	N P	12 6.98	24 13.95	69 40.12	46 26.74		172	3.23	1.06
01	N P	12 11.76	28 27.45	43 42.16	13 12.75	6 5.88	102	2.74	1.02
02	N P	7 7.78	15 16.67	52 57.78	15 16.67	1 1.11	90	2.97	.82
Wl	N P	67 9.48	157 22.21	255 36.07	172 24.33	56 7.92	707	2.99	1.08
W 2	N P	53 7.67	146 21.13	295 42.69	150 21.71	47 6.8 0	691	2.99	1.00
Tl	N P	14 8.48	36 21.82	61 36.97	37 22.42	17 10.30	165	3.04	1.10
Т2	N P	28 17.18		69 42.33		9 5.52	163	2.72	1.09
Total	N P	240 9.61		1016 40.67			2498	2.97	1.06

Table E.2.--Item 8: Young people are much better drivers than middle-aged people.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	3 7.69	5 12.82	22 56.41	8 20.51	1 2.56	39	2.97	.87
A 2	N	1 2.56	7 17.95	28 71.79	3 7.69	0 0.00	39	2.85	.59
Bl	N P	7 7.61	18 19.57	57 61.96	10 10.87	0 0.00	92	2.76	.75
B2	N P	2 2.27	16 18.18	62 70.45	8 9.09	0 0.00	88	2.86	.59
Ml	N P	6 4. 00	25 16.67	93 62.00	18 12.00	8 5.33	150	2.98	.81
M2	N P	4 2.35	34 20.00	111 65.29	20 11.76	1 .59	130	2.88	.65
Ol	N P	4 3.92	17 16.67	73 71.57	7 6.86	1 .98	102	2.84	.64
02	N P	1 1.12	13 14.61	65 73.03	10 11.24	0 0.00	90	2.94	.55
Wl	N P	39 5.55	96 13.66	456 64.86	107 15.22	5 .71	703	2.92	.73
W 2	N P	16 2.32	92 13.31	514 74.38	67 9.70	2 .29	691	2.92	.57
Τl	N P	11 6.71	28 17.07	98 59.76	25 15.24	2 1.22	164	2.87	.79
Т2	N P	-		127 78.40			162	2.94	.55
Total	N P	97 3.90		1706 68.54			2489	2.91	.67

Table E.3.--Item 9: Policemen are sincere in enforcing the laws.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	4 10.26	24 61.54	4 10.26	6 15.38	1 2.56	39	2.38	.96
A2	N P	4 10.26	19 48.72	12 30.77	2 5.13	2 5.13	39	2.46	.94
Bl	N P	14 15.38	34 37.36	27 29.67	8 8.79	8	91	2.58	1.13
В2	N P	16 18.60	29 53.72	36 41.86	4 4.65	1 1.16	86	2.36	.88
Ml	N P	26 17.33	49 32.67	48 32.00	18 12.00	9 6.00	150	2.57	1.10
M2	N P	28 16.67	54 32.14	57 33.93	27 16.07	2 1.19	168	2.53	.99
01	N P	13 12.87	48 47.52	25 24.75	13 12.87		101	2.44	.94
O2	N P	8 9.20	49 56.32	25 28.74	5 5.75	0 0.00	87	2.31	.72
Wl	N P	105 14.96	349 49.72		41 5.84	21 2.99	702	2.32	.90
W 2	N P	70 10.17	396 57.56	185 26.89	27 3.92	10 1.45	688	2.29	.76
т1	N P	23 14.02	79 48.17	48 29.27	10 6.10	4 2.44	164	2.35	.88
Т2	N P		58 36.02	57 35.40		6 3.73	161	2.52	.99
Total	N P			710 28.68			2476	2.37	.90

Table E.4.--Item 10: My parents are reasonable in their relations with me.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	9 23.08	18 46.15	10 25.64	0 0.00	2 5.13	39	2.18	.97
A2	N P	13 33.33	17 43. 59	4 10.26	3 7.69	2 5.13	39	2.08	1.11
Bl	N P	23 25.27	38 41.76	22 2 4. 18	5 5.49	3 3.30	91	2.20	.99
В2	N P	29 34.12	30 35.29	15 17.65	7 8.24	4 4.71	85	2.14	1.12
Ml	N P	59 39.86	43 29.05	36 24.32	7 4.73	3 2.03	148	2.00	1.01
M2	N P	65 38.24	46 27.06	35 20.59	19 11.18	5 2.94	170	2.14	1.14
01	N P	27 26.73	53 52.48	17 16.83	2 1.98	2 1.98	101	2.00	.84
02	N P	20 22.73	37 42.05	22 25.00	9 10.23	0 0.00	88	2.23	.92
Wl	N P	188 26.70	337 47.87			18 2.56	704	2.08	.93
W2	N P		355 51.23	100 14.43	30 4.33	14 2.02	693	2.01	.88
Tl	N P	42 25.93	64 39.51	42 25.93	9 5.56	5 3.09	162	2.20	.99
Т2	N P	49 29.88		33 20.12			164	2.20	1.07
Total	N P		1098 44.20	465 18.72				2.09	.96

Table E.5.--Item 11: My community is a happy place to live.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	11 28.21	16 41.03	8 20.51	2 5.13	2 5.13	39	2.18	1.07
A2	N P	6 15.38	16 41. 03	11 28.21	4 10.26	2 5.13	39	2.49	1.05
Bl	N P	12 13.04	38 41.30	26 28.26	6 6.52		92	2.61	1.14
В2	N P	19 21.59	27 30.68	27 30.68	6 6.82	9 10.23	88	2.53	1.20
Ml	N P	43 28.48	43 28.48	44 29.14		10 6.62	151	2.35	1.16
M2	N P	33 19.19	52 30.23	67 38.95	13 7.56	7 4.07	172	2.47	1.02
01	N P	24 23.76	37 36.63	26 25.74	9 8.91	5 4.95	101	2.35	1.09
02	N P	16 17.78	37 41.11	25 27.78	9 10.00	3 3.33	90	2.40	1.00
Wl	N P	145 20.63	307 43.67			28 3.98	703	2.30	1.01
W2	N P	161 23.30	328 47.47	149 21.56			691	2.16	.91
Tl	N P	36 21.82	75 45.45	34 20.61			165	2.27	1.01
Т2	N P		64 39.26	41 25.15		7 4.29	163	2.29	1.05
Total	N P			629 25.22			2494	2.30	1.02

Table E.6.--Item 12: I put off until tomorrow things I should do today.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	3 7.69	4 10.26	23 58.97	7 17.95	2 5.13	39	3.03	.90
A2	N P	1 2.56	6 15.38	16 41.03		4 10.26	39	3.31	.95
ві	N P	8 8.89	12 13.33	50 55.56	16 17.78	4 4.44	90	2.96	.92
B2	N P	7 7.95	16 18.18	48 54.55	14 15.91		88	2.89	.89
Ml	N P	15 10.14	36 24.32	72 48.65	20 13.51		148	2.76	.93
M2	N P	16 9.36	30 17.54	79 46.20	36 21.05	10 5.85	171	2.96	1.00
Ol	N P	5 4.95	15 14.85	57 56.44	18 17.82	6 5.94	101	3.05	.88
O2	N P	7 7.78	21 23.33	49 54.44	12 13.33	1 1.11	90	2.77	.82
Wl .	N P	66 9.35	135 19.12	365 51.70	117 16.57		706	2.85	.92
W2	N P	48 6.95	88 12.74	402 58.18	135 19.54		691	2.98	.84
Tl	N P	8 4.88	30 18.29	80 48.78	37 22.56	9 5.49	164	3.05	.91
Т2	N P	6 3.70		98 60.49			162	3.09	.82
Total	N P			1339 53.80			2489	2.94	.89

Table E.7.--Item 13: I like to daydream.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	9 23.08	3 7.69	18 46.15	8 20.51	1 2.56	39	2.72	1.12
A2	N P	13 33.33	6 15.38	14 35.90	3 7.69	3 7.69	39	2.41	1.25
Bl	N P	11 12.22	13 14.44	39 43.33	15 16.67	12 13.33	90	3.04	1.16
B2	N P	21 24.42	9 10.47	34 39.53		6 6. 98	86	2.73	1.22
Ml	N P	15 10.00				13 8.67	150	3.02	1.03
M2	N P	34 19.77			38 22.09	8 4.65	172	2.78	1.14
01	N P	12 11.76			22 21.57	6 5.88	102	2.94	1.04
02	N P	14 15.56	13 14.44	46 51.11		6 6.67	90	2.80	1.06
Wl	N P	110 15.56		303 42.86		27 3.82	7 07	2.88	1.07
W2	N P	120 17.32	113 16.31	336 48.48	113 16.31	11 1.59	693	2.69	.99
Tl	N P	21 12.80	21 12.80	68 41.46		10 6.10		3.01	1.08
Т2	N P		27 16.46	67 40.85		4 2.44		2.55	1.10
Total	N P			1117 44.75			2496	2.81	1.07

Table E.8.--Item 14: I feel full of pep when I get behind the wheel of an automobile.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 15.38	4 10.26	14 35.90		5 12.82	39	3.10	1.23
A2	N P	7 18.42	11 28.95	11 28.95	6 15.79	3 7.89	38	2.66	1.19
Bl	N P	16 17.78	19 21.11	32 35.56	12 13.33	11 12.22	90	2.81	1.24
B2	N P	12 14.29	17 20.24	28 33.33	13 15.48		84	3.00	1.27
Ml	N P	11 7.28	38 25.17	54 35.76	22 14.57	26 17.22	151	3.09	1.17
M2	N P	23 13.61	31 18.34	54 31.95		37 21.89	169	3.12	1.32
01	N P	18 18.37	20 20.41	38 38.78	17 17.35		98	2.70	1.11
02	N P	9 10.84	21 25.30	31 37.35		9 10.84	83	2.90	1.13
Wl	N P		147 21.75	232 34.32			676	2.95	1.18
W 2	N P			233 35.79			651	2.83	1.14
Tl	N P	-	39 25.16	52 33.55	16 10.32	17 10.97	155	2.67	1.12
Т2	N P	19 12.75	29 19.46	53 35.57		20 13.42	148	3.01	1.20
Total	N P			832 34.91			2383	2.91	1.19

Table E.9.--Item 15: I live in a home that is happy.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	13 33.33	14 35.90	8 20.51	3 7.69	1 2.56	39	2.10	1.05
A2	N P	8 20.51	18 46.15	7 17.95	3 7.69		39	2.36	1.14
Bl	N P	18 19.57	44 47.83	20 21.74	7 7.61		92	2.27	.97
B2	N P	25 28.74	28 32.18	21 24.14			87	2.29	1.11
Ml	N P	42 27.63	63 41.45	39 25.66	7 4.61	1 .66	152	2.09	.88
M2	N P	62 30.23	65 37.79	37 21.51	14 8.14		172	2.15	1.02
01	N P	23 22.55	56 5 4. 90	16 15.69	5 4. 90	2 1.96	102	2.09	.87
02	N P	17 19.10	39 43. 82	24 26.97	7 7.87	2 2.25	89	2.30	.95
wl	N P	159 22.55	346 49.08		38 5.39		705	2.15	.89
W2	N P	211 30.45	328 47.33	106 15.30		12 1.73	693	2.00	.91
Tl	N P		69 41.82	34 20.61			165	2.14	1.05
Т2	N P	39 24.22		34 21.12		10 6.21	161	2.33	1.12
Total				496 19.87			2496	2.13	.95

Table E.10.--Item 16: If I see a police officer, I am more careful.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	19 48.72	8 20.51	9 23.08	2 5.13	1 2.56	39	1.92	1.09
A2	N P	16 41.03	13 33.33	3 7.69	3 7.69	4 10.26	39	2.13	1.32
Bl	N P	26 29.21	27 30.34	20 22 .47	12 13.48	4 4.49	89	2.34	1.17
B2	N P	39 44.32	22 25.00	13 14.77	9 10.23	5 5.68	88	2.08	1.23
Ml	N P	64 42.67	50 33.33	24 16.00	6 4. 00	6 4.00	150	1.93	1.05
M2	N P	75 44.38	58 34.32	26 15.38	3 1.78	7 4.14	169	1.87	1.02
01	N P	46 46.00	29 29.00	13 13.00	7 7. 00	5 5.00	100	1.96	1.15
02	N P	37 42.05	21 23.86	19 21.59	6 6.82	5 5.68	88	2.10	1.19
Wl	N P	332 47.50	186 26.61		47 6.72		699	1.95	1.15
W 2	N P	322 46.94	187 27.26	114 16.62	38 5.54		686	1.92	1.09
Tl	N P			27 16.67			162	1.99	1.08
т2	N P	74 46.54	45 28.30	26 16.35			159	1.90	1.05
Total	N P		695 28.16	394 15.96			2468	1.96	1.12

Table E.ll.--Item 17: Over-careful drivers cause more accidents than the so-called reckless ones.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	1 2.56	7 17.95	17 43.59			39	3.13	.80
A2	N P	1 2.70	7 18.92	18 48.65		1 2.70	37	3.08	.83
Bl	N P	7 7.69	11 12.09	42 46.15	20 21.98		91	3.19	1.05
B2	N P	4 4.76	15 17.86	47 55.95		4 4.76	84	2.99	.86
Ml	N P	7 4.79	18 12.33	73 50.00	30 20.55	18 12.33	146	3.23	.98
M2	N P	9 5.26		85 49.71		13 7.60	171	3.15	.93
01	N P	2 2.00	8 8.00	43 43.00	41 41.00		100	3.41	.81
02	N P	2 2.30	7 8.05		28 32.18		87	3.31	.80
Wl	N P	37 5.33		298 42.94			694	3.30	.95
W2	N P	12 1.76		355 52.13			681	3.31	.79
Tl	N P	8 5.00			47 29.37		160	3.38	1.03
Т2	N P	10 6.25		92 57.50		9 5.62	160	3.16	.87
Total	N P		256 10.45	1178 48.08			2450	3.27	.90

Table E.12.--Item 18: I enjoy being out late at night and sleeping mornings.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	11 28.21	9 23.08	11 28.21	6 15.38	2 5.13	39	2.46	1.21
A2	N P	17 43.59	4 10.26	11 28.21	4 10.26		39	2.28	1.34
ві	N P	26 28.26	19 20.65	29 31.52		7 7.61	92	2.50	1.24
В2	N P	18 20.45	20 22.73	24 27.27	14 15.91	12 13.64	88	2.80	1.31
Ml	N P	32 21.05	19 12.50	60 39.47	20 13.16	21 13.82	152	2.86	1.28
M2	N P	32 18.71	35 20.47	47 27.49	27 15.79	30 17.54	171	2.93	1.35
ol	N P	31 30.30	28 27. 4 5	25 24.51		6 5.88	102	2.35	1.20
02	N P	16 17.98	23 25.84	30 33.71	14 15.73	6 6.74	89	2.67	1.15
Wl	N P	227 32.24	162 23.01	196 27.84	81 11.51	38 5.40	704	2.35	1.19
W2	N P	231 33.33	173 24.96		64 9.24		693	2.25	1.13
Tl	N P	47 28.83	28 17.18	59 36.20	16 9.82	13 7.98	163	2.51	1.23
Т2	N P	55 33.95	22 13.58	50 30.86		15 9.26	162	2.49	1.32
Total	N P		542 21.73	741 29.71		179 7.18	2495	2.45	1.23

Table E.13.--Item 19: I get a feeling of real power when driving a car.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	2 5.13	4 10.26	13 33.33	14 35.90	6 15.38	39	3.46	1.06
A2	N P	1 2.63	5 13.16	14 36.84	11 28.95	7 18.42	38	3.47	1.03
Bl	N P	5 5.75	13 14.94	30 34.48	18 20.69	21 24.14	87	3.43	1.18
B2	N P	3 3.61	13 15.66	28 33.73	23 27.71	16 19.28	83	3.43	1.08
Ml	N P	9 6.00	20 13.33	46 30.67	• •		150	3.43	1.12
M2	N P	13 7.69	19 11.24	45 26.63	45 26.63		169	3.56	1.22
01	N P	9 9.47	15 15.79	35 36.84		16 16.84	95	3.20	1.18
02	N P	3 3.57	7 8.33	36 42.86		18 21.43	84	3.51	1.04
Wl	N P	36 5.33	69 10.22	226 33.48			675	3.49	1.07
W2	N P	32 4.92	61 9. 38	196 30.15			650	3.55	1.05
Tl	N P	13 8.44	21 13.64	50 32.47	42 27.27			3.33	1.17
Т2	N P	6 4.00	24 16.00	39 26.00			150	3.47	1.08
Total	N P	132 5.56		758 31.93			2374	3.48	1.10

Table E.14.--Item 20: Courses in school are set up to meet the needs and interests of the student.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 15.79	5 13.16	15 39.47	9 23.68	3 7.89	38	2.95	1.16
A2	N P	3 7.69	18 46.15		6 15.38		39	2.59	.94
Bl	N P	13 14.29	34 37.36		8 8.79		91	2.52	.99
B2	N P	18 20.45	28 31.82	30 34.09		2 2.27	88	2.43	1.01
Ml	N P	22 14.47	51 33.55				152	2.74	1.20
M2	N P	31 18.13	51 29.82	53 30.99	32 18.71		171	2.57	1.06
01	N P	13 12.75	48 47.06	29 28.43	7 6.86	5 4. 90	102	2.44	.97
02	N P	11 12.36	42 47.19	22 24.72		2 2.25	89	2.46	.95
Wl	N P	73 10.40	287 40.88	223 31.77		40	702	2.61	1.01
W2	N P			238 34.54		23 3.34	689	2.59	.94
Tl	N P	20 12.27	58 35.58	44 26.99	30 18.40	11 6.75	163	2.72	1.11
Т2	N P	29 1 7. 79			17 10.43	9 5.52	163	2.54	1.07
Total	N P			793 31.89		121 4.87	2487	2.60	1.02

Table E.15.--Item 21: I am concerned about the way my clothes look.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	8 20.51	19 48.72	6 15.38	6 15.38	0	39	2.26	.97
A2	N P	19 48.72	11 28.21	6 15.38	2 5.13	1 2.56	39	1.85	1.04
Bl	N P	44 48.35	20 21.98	20 21.98	3 3.30	4 4.40	91	1.93	1.11
B2	N P	57 65.52	19 21.84	10 11.49	1 1.15	0 0.00	87	1.48	.74
Ml	N P	44 29.14	44 29.14	42 27.81	8 5.30	13 8.61	151	2.35	1.20
M2	N P	106 62.72	39 23.08	20 11.83	2 1.18	2 1.18	169	1.55	.84
01	N P	26 25.74	47 46.53	22 21.78	4 3.96	2 1.98	101	2.10	.90
02	N P	32 35.56	34 37.78	19 21.11	4 4.44	1 1.11	90	1.98	.92
Wl	N P	203 28.84	294 41.76	131 18.61			704	2.14	1.02
W2	N P	397 57.20	229 33.00	50 7.20	14 2.02	4 .58	694	1.56	.76
Tl	N P	51 31.29	68 41.72	36 22.09	4 2.45	4 2.45	163	2.03	.93
Т2	N P	80 49.08	55 33.74	19 11.66	3 1.84	6 3.68	163	1.77	.98
Total	N P	1067 42.83	879 35.29	381 15.30		59 2.37	2491	1.88	.97

Table E.16.--Item 22: Slow drivers should be kept off the highways.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	10 25.64	5 12.82	16 41.03	4 10.26	4 10.26	39	2.67	1.26
A 2	N P	3 7.89	3 7.89	18 47.37	8 21.05	6 15.79	38	3.29	1.09
В1	N P	13 14.61	10 11.24	45 50.56	12 13.48	9 10.11	89	2.93	1.12
B2	N P	11 12.50	5 5.68	37 42.09	17 19.32		88	3.30	1.22
Ml	N P	35 23.49	15 10.07	61 40.94	25 16.78	13 8.72	149	2.77	1.23
M2	N P	41 23.98	22 12.87	77 45.03		9 5.26	171	2.63	1.14
01	N P	14 14.00	21 21.00	51 51.00	11 11.00	3 3.00	100	2.68	.95
02	N P	9 10.23	12 13.64	45 51.14	12 13.64		88	3.02	1.07
Wl	N P		113 16.07	292 41.54			703	2.79	1.18
W2	N P	104 15.27		339 49.78		54 7.93	681	2.82	1.08
Tl	N P	27 16.56	33	O L		11 6.75	163	2.79	1.13
Т2	N P	25 15.43		86 53.09		10 6.17	162	2.85	1.05
Other	N P			1129 45.69			2471	2.82	1.14

Table E.17.--Item 23: All new drivers should be required to take a course in driver education.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	26 70.27	4 10.81	4 10.81	1 2.70	2 5.41	37	1.62	1.14
A2	N P	29 74.36	4 10.26	4 10.26	2 5.13	0 0.00	39	1.46	.88
Bl	N P	65 73.86	12 13.64	10 11.36	1 1.14	0 0.00	88	1.40	.74
B2	N P	64 73.56	11 12.64	7 8.05	4 4.60	1 1.15	87	1.47	.91
Ml	N P	100 65.79	25 16.45	13 8.55	6 3.95	8 5.26	152	1.66	1.13
M2	N P	124 72.51	22 12.87	12 7.02	8 4.68	5 2.92	171	1.53	1.01
01	N P	74 74.00	15 15.00	8 8.00	1 1.00	2 2.00	100	1.42	.84
02	N P	57 64.77	17 19.32		4 4.55	1 1.14	88	1.58	.93
Wl	N P	517 73.37	103 14.59	58 8.22	13 1.84	14 1.98	706	1.44	.87
W2	N P	526 76.01	90 13.01	56 8.09	9 1.30	11 1.59	692	1.39	.82
т1	N P	117 71.34		18 10.98	2 1.22		164	1.53	.99
Т2	N P	105 64.81	24 14.81		8 4.94		162	1.63	.98
Other		1305 72.61		222 8.93			2486	1.47	.91

Table E.18.--Item 24: Unsafe drivers should be deprived of the right to drive.

Ethinc Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	17 43.59	9 23.08	9 23.08	2 5.13	2 5.13	29	2.05	1.17
A2	N P	13 34.21	5 13.16		4 10.53		38	2.34	1.15
Bl	N P	33 37. 50	18 20.45	24 27.27	7 7. 95		88	2.26	1.24
B2	N P	32 38.10	13 15.48	28 33.33			84	2.26	1.19
Ml	N P	54 35.76	26 17.22	53 35.10	8 5.30		151	2.30	1.20
M2	N P	70 41.67	29 17.26	44 26.19	16 9.52		168	2.20	1.23
01	N P	40 39.60	21 20.79	23 22.77	10 9.90	7 6.93	101	2.24	1.27
02	N P	31 3 5.63	21 24.14	26 29.89	6 6.90	3 3.45	87	2.18	1.11
Wl	N P		152 21.53	182 25.78			706	2.07	1.15
W2	N P		135 19.71	201 29.34			685	2.07	1.09
Tl	N P	61 37.42	33 20.25	47 28.83	13 7.98	9 5.53	163	2.24	1.20
Т2	N P	65 40.88		49 30.82			159	2.18	1.20
Other	N P	1009 40.87	490 19.85	701 28.39	155 6.28	114 4.62	2469	2.14	1.16

Table E.19.--Item 25: Accidents don't just happen; they are caused.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	12 30.77	13 33.33	8 20.51	3 7.69	3 7.69	39	2.28	1.21
A2	N P	15 39.47	9 23.68	11 28.95	2 5.26	1 2.63	38	2.08	1.08
Bl	N P	35 38 .4 6	28 30.77	24 26.37	4 4.40	0 0.00	91	1.97	.91
B2	N P	31 35.63	15 17.24	32 36.78	3 3.45	6 6.90	87	2.29	1.19
Ml	N P	57 37.50	48 31.58	39 25.66	5 3.29		152	2.01	.97
M2	N P	70 40.94	47 27.49	36 21.05	13 7.60		171	2.04	1.09
01	N P	52 50.98	25 24.51	21 20.59	3 2.94		102	1.78	.94
02	N P	40 45.45	25 28.41	17 19.32	4 4.55	2 2.27	88	1.90	1.02
Wl	N P	272 38.80	236 33.67	140 19.97		17 2.43	701	1.99	1.01
W2	N P	244 35.21		173 24.96	33 4.76		693	2.04	.97
T1	N P	55 34.38	48 30.00		7 4.37		160	2.11	1.01
Т2	N P	59 36.87	40 25.00	45 28.13	9 5.62	7 4.37	160	2.16	1.12
Total	N P	942 37.95		592 23.85	122 4.92		2482	2.03	1.02

Table E.20.--Item 26: I like to get everything out of a car that it has in it.

Ethnic Group, Sex	******	Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
A1	N P	3 7.89	6 15.79	10 26.32	12 31.58	7 18.42	38	3.37	1.20
A2	N P	3 8.11	4 10.81	7 18.92		9 24.32	37	3.59	1.21
Bl	N P	16 18.18	13 14.77	27 30.68	20 22.73		88	2.99	1.29
B2	N P	4 4.82	11 13.25	20 24.10		27 32.53	83	3.67	1.20
Ml	N P	13 8.67	16 10.67	53 35.33	37 24.67		150	3.38	1.18
M2	N P	10 5.95	13 7.74	51 30.36	33 19.64		168	3.73	1.20
01	N P	5 5.10	13 13.27	36 36.73	29 29.59		98	3.37	1.06
02	N P	2 2.44	9 10.98	29 35.37	27 32.93	15 18.29	82	3.54	1.00
Wl	N P	62 9.08	78 11.42		218 31.92	115 16.84	683	3.36	1.16
W2	N P	26 4. 00	54 8.31	153 23.54	235 36.15		650	3.76	1.07
Tl	N P	12 7.64	15 9.55	54 34.39	44 28.03	32 20.38	157	3.44	1.15
т2	N P		15 10.14		47 31.76	28 18.92	148	3.45	1.13
Total				697 29.26			2382	3.51	1.15

Table E.21.--Item 27: The chief work of most policemen should be traffic control.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	2 5.13	7 17.95	15 38.46		7 17.95	39	3.28	1.12
A2	N P	2 5.26	7 18.42	18 47.37	8 21.05	3 7.89	38	3.08	.97
Bl	N P	5 5.56	9 10.00	47 52.22	15 16.67		90	3.27	1.03
B2	N P	6 6.68	12 13.95	32 37.21	17 19.77		86	3. 36	1.18
Ml	N P	17 11.33	23 15.33	58 38.67	39 26.00	13 8.67	150	3.05	1.10
M2	N P	14 8.24	24 14.12	81 47.65	27 15.88		170	3.14	1.09
01	N P	4 3.92	13 12.75	45 44.12	30 29.41	10 9.80	102	3.28	.95
02	N P	4 4.60	8 9.20	48 55.17	23 26.44	4 4.60	87	3.17	.84
Wl	N P	24 3.41	86 12.22	292 41.48			704	3.38	.98
W2	N P	18 2.62	64 9.32	304 44.25		103 14.99	687	3.44	.94
Tl	N P	10 6.17		61 37.65			162	3.36	1.11
Т2	N P	5 3.16		76 48.10	34 21.52	19 12.03	158	3.24	.96
Total	N P	111 4.49		1077 43.55			2473	3.33	1.00

Table E.22.--Item 28: My parents exert too much control over me.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	1 2.63	7 18.42	12 31.58		8 21.05	38	3.41	1.11
A2	N P	5 12.82	3 7.69	16 41.03	11 28.21	4 10.26	39	3.15	1.14
Bl	N P	11 12.09	11 12.09	31 34.07	28 30.77	10 10.99	91	3.16	1.16
B2	N P	13 15.12	9 10.47	32 37.21	19 22.09	13 15.12	86	3.12	1.24
Ml	N P	18 11.84	19 12.50	66 43.42	29 19.08	20 13.16	152	3.09	1.15
M2	N P	37 21.64	25 14.62	53 30.99	32 18.71		171	2.89	1.33
01	N P	7 6.86	10 9.80	38 37.25	38 37.25	9 8.82	102	3.31	1.00
02	N P	10 11.36	13 14.77	36 40.91	24 27.27	5 5.68	88	3.01	1.06
Wl	N P	63 8.94	100 14.18	251 35.60		68 9.65	705	3.19	1.08
W 2	N P	59 8.54	84 12.16	253 36.61	209 30.25		691	3.26	1.09
Tl	N P	20 12.20	15 9.15	72 43.90	37 22.56		164	3.13	1.13
Т2	N P	19 11.87		56 35.00		20 12.50	160	3.03	1.18
Total	N P			916 36.83			2487	3.17	1.13

Table E.23.--Item 29: The people in my community want all traffic laws enforced.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 16.67	5 13.89	11 30.56	11 30.56	3 8.33	36	3.00	1.22
A2	N P	4 10.26	13 33.33	13 33.33	7 17.95	2 5.13	39	2.74	1.04
Bl	N P	8 9.20	17 19.54	22 25 . 29	28 32.18		87	3.22	1.19
B2	N P	8 10.53	15 19.74	28 36.84	13 17.11		76	3.08	1.20
Ml	P	22 14.77	32 21.48	60 40.27		7 4.70	149	2.77	1.07
M2	N P	21 12.88	36 22.09	57 34. 98	34 20.86	15 9.20	163	2.91	1.15
01	N P	13 12.87	29 28.71	38 37.62	16 15.84	5 4.95	101	2.71	1.04
02	N P	7 8.43	18 21.69	37 44.58			83	2.92	.98
Wl	N P			226 33.38			677	2.79	1.10
W2	N P	73 11.27		239 36.88	119 18.36		648	2.77	1.03
Tl	N P	19 12.10	33 21.02	51 32.48	42 26.75	12 7.64	159	2.97	1.13
Т2	N P	17 11.11		68 44.44	28 18.30	10 6.54	153	2.90	1.04
Total	N P			850 35.88			2369	2.84	1.09

Table E. 24. -- Item 30: I have been TEMPTED to cheat on a test.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	3 7.69	4 10.26	17 43.59	13 33.33	2 5.13	39	3.18	.97
A2	N P	8 20.51	6 15.38	19 48.72	4 10.26	2 5.13	39	2.64	1.09
Bl	N P	12 13.19	13 14.29	42 46.15	19 20.88	5 5.49	91	2.91	1.05
B2	N P	8 9.09	11 12.50	43 48.86	16 18.18	10 11.36	88	3.10	1.06
Ml	N P	20 13.25	24 15.89	65 43.05	23 15.23	19 12.58	151	2.98	1.16
M2	N P	10 5.92	28 16.57	66 39.05	32 18.93		169	3.30	1.14
01	N P	13 12.75	15 14.71	47 46. 08	20 19.61	7 6.86	102	2.93	1.06
02	N P	8 8.89	12 13.33	50 55.56	15 16.67	5 5.56	90	2.97	.94
Wl	N P	95 13.55	103 14.69	344 49.07	108 15.41	-	701	2.88	1.06
W2	N P	75 10.82	85 12.27	362 52.24			693	2.96	.97
Tl	N P	26 15.85	24 14.63	63 38.41	31 18.90	20 12.20	164	2.97	1.21
Т2	N P	27 16.67	18 11.11	73 45.06	30 18.52	14 8.64	162	2.91	1.14
Total	N P	305 12.25	343 13.78	1191 47.85	449 18.04	201 8.08	2489	2.96	1.06

Table E.25.--Item 31: I get impatient in heavy traffic.

Ethnic Group, Sex	·	Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	1 2.63	5 13.16	14 36.84	13 34.21	5 13.16	38	3.42	.98
A2	N P	4 10.26	3 7.69	14 35.90	13 33.33	5 12.82	39	3.31	1.13
Bl	N P	7 7.87	9 10.11	37 41.57	20 22.47	16 17.98	89	3.33	1.13
В2	N P	4 4.94	5 6.17	33 40.74	19 23.46	20 24.69	81	3.57	1.08
Ml	N P	14 9.40	15 10.07	57 38.26	35 23.49	28 18.79	149	3.32	1.17
M2	N P	27 15.98	24 14.20	48 28.40	44 26.04	26 15.38	169	3.11	1.29
01	N P	8 8.33	17 17.71	41 42.71	19 19.79	11 11.46	96	3.08	1.08
02	N P	7 8.24	10 11.76	40 47.06	22 25.88	6 7.06	85	3.12	.99
Wl	N P	51 7.47	127 18.59	268 39.24	146 21.38	91 13.32	683	3.14	1.10
W2	N P	56 8.47	104 15.73	285 43.12	151 22.84		661	3.10	1.05
Tl	N P	12 7.64	18 11.46	66 42.04		24 15.29	157	3.27	1.10
Т2	N P	8 5.16		65 41.94			155	3.23	1.06
Total	N P	199 8.28		968 40.30			2402	3.18	1.10

Table E.26.--Item 32: There are times when it seems like everyone is against me.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	1 2.63	3 7.89	11 28.95		8 21.05	38	3.68	.99
A2	N P	4 10.26		19 48.72	9 23.08		39	3.00	1.00
Bl	N P	6 6.52	4 4.35	48 52.17	27 29.35	7 7.61	92	3.27	.92
B2	N P	11 12.94	4 4.71	35 41.18	23 27.06		85	3.25	1.16
Ml	N P	14 9.27	23 15.23	73 48.34		9 5.96	151	2.99	.99
M2	N P	18 10.53	23 13.45	89 52.05	34 19.88		171	2.94	.96
01	N P	4 3.96	13 12.87	45 44.55			101	3.25	.91
02	N P	4 4.44	6 6.67	52 57.78	25 27.78		90	3.19	.79
Wl	N P	46 6.52	57 8.07	350 49.58			706	3.20	.90
W 2	N P	31 4.47	58 8.37	386 55.70		26 3.75	693	3.18	.81
Tl	N P	12 7.36		85 52.15		10 6.13	163	3.15	.93
Т2	N P		8 4. 91		31 19.02	15 9.20	163	3.14	.98
Total			218 8.75	1287 51.65	680 27.2 9	141 5.66	2492	3.17	.91

Table E.27.--Item 33: Old, defective cars should be kept off the road.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	20 54.05	6 16.22	5 13.51	6 16.22	0 0.00	37	1.92	1.16
A2	N P	14 36.84	2 5.26	16 42.11	4 10.53	2 5.26	38	2.42	1.24
B1	N P	29 32.95	17 19.32		8 9.09	2 2.27	88	2.28	1.09
В2	N P	31 35.63	10 11.49	32 36.78	10 11.49		87	2.38	1.21
Ml	N P	45 30.20	37 24.83	33 22.15			149	2.50	1.35
M2	N P	55 32.54	25 14.79	56 33.14	20 11.83		169	2.47	1.27
01	N P	46 45. 10	23 22.55	23 4.90	5 4. 90	5 4.90	102	2.02	1.15
02	N P	33 37.50	18 20.45	26 29.55	7 7.95	4 4.55	88	2.22	1.17
Wl	N P	257 36.77	180 25.75		46 6.58		699	2.20	1.18
W2	N P	256 37.32	189 27.55		41 5.98	21 3.06	686	2.10	1.07
Tl	N P	81 50.31	26 16.15	35 21.74	13 8.07	6 3.73	161	1.99	1.18
Т2	N P	59 37.58		55 35.03		8 5.10	157	2.23	1.16
Total	N P			665 27.02			2461	2.20	1.17

Table E. 28.--Item 34: Drivers should be given more freedom in obeying traffic signs.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	4 11.43	3 8.57	8 22.86	9 25.71		35	3.57	1.33
A2	N P	2 5.26	7 18.42	16 42.11		9 23.68	38	3.29	1.18
Bl	N P	8 9.20	13 14.94	37 42.53	10 11.49		87	3.22	1.21
B2	N P	14 16.67	13 15.48	30 35.71	9 10.71		84	3.05	1.34
M1	N P	21 14.09	15 10.07	46 30.87	28 18.79		149	3.33	1.34
M2	N P	20 12.05	29 17.47	51 30.72	33 19.88		166	3.18	1.28
01	N P	9 9.00	11 11.00	34 34.00	21 21.00	25 25.00	100	3.42	1.23
02	N P	2 2.35	10 11.76	35 41.18	21 24.71		85	3.48	1.02
Wl	N P	42 6.10	78 11.32	215 31.20	167 24.24	187 27.14	689	3.55	1.18
W2	N P	19 2.82	33 4.90	209 31.01	191 28.34	222 32.94	674	3.84	1.03
Tl	N P	9 5.81	20 12.90	45 29.03	36 23.23	45 29.03	155	3.57	1.20
т2	N P	20 13.16	10 6.58	55 36.18	28 18.42	39 25.66	152	3.37	1.30
Total	N P			781 32.35			2414	3.54	1.19

Table E.29.--Item 35: People should drive when they are angry.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	1 2.78	1 2.78	1 2.78	8 22.22		36	4.53	.91
A 2	N P	1 2.56	0 0.00	3 7.69	5 12.82	30 76.92	39	4.62	.85
Bl	N P	1 1.14	1 1.14	5 5.68	23 26.14		88	4.55	.76
B2	N P	1 1.18	2 2.35	4 4.71	14 16.47		85	4.62	.79
Ml	N P	6 4.05	2 1.35	15 10.14			148	4.36	1.00
M2	N P	2 1.18	1 .59	8 4.73	31 18.34	127 75.15	169	4.66	.71
01	N P	5 4. 90	1 .80	9 8.82	31 30.39		102	4.29	1.02
02	N P	0 0.00	0 0.00	2 2.25	19 21.35	68 76.40	89	4.74	.49
Wl	N P	13 1.87	15 2.16	59 8.48		407 58.48	696	4.40	.87
W 2	N P	5 .73	3 .44	35 5.08		476 69.09	689	4.61	.67
Tl	N P	1 .62	3 1.86	11 6.83	37 22.98	109 67.70	161	4.55	.76
т2	N P	0 0.00			31 19.50	123 77.36	159	4.74	.51
Total	N P			157 6.38			2461	4.53	.79

Table E.30.--Item 36: Passing on hills and curves is exceedingly dangerous.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	28 75.68	5 13.51	1 2.70	2 5.41	1 2.70	37	1.46	.99
A2	N P	33 84.62	3 7.69	3 7.69	0 0.00	0 0.00	39	1.23	.58
Bl	N P	61 70.93		10 11.63			86	1.53	.99
В2	N P	54 62.79	10 11.63	14 16.28			86	1.76	1.14
Ml	N P	109 73.15	22 14.77	9 6.04	2 1.34	7 4.70	149	1.50	1.01
M2	N P	108 64.29	23 13.69	22 13.10	7 4.17	8 4.76	168	1.71	1.14
01	N P	71 69.61	12 11.76	11 10.78	2 1.96	6 5.88	102	1.63	1.13
02	N P	62 69.66	15 16.85	10 11.24	0 0.00	2 2.25	89	1.48	.87
Wl	N P	536 76.79	93 13.32	43 6.16	8 1.15	18 2.58	698	1.39	.86
W2	N P	568 82.68	67 9.75	38 5.53	6 .87		687	1.28	.71
Tl	N P		23 14.47	12 7.55	4 2.52	3 1.89	159	1.45	.88
т2		113 71.52	17 10.76	18 11.39	8 5.06	2 1.27	158	1.54	.97
Total				191 7.77			2458	1.43	.90

Table E.31.--Item 37: It is necessary to stop at "stop" signs if no other cars are in sight.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	27 72.97	6 16.22	3 8.11	0 0.00	1 2.70	37	1.43	.87
A2	N P	36 92.31	1 2.56	2 5.13	0 0.00	0 0.00	39	1.13	.47
ві	N P	64 72.73	11 12.50	7 7.95	4 4.55	2 2.27	88	1.51	.98
В2	N P	66 75.86	9 10.34	7 8.05	4 4.60	1 1.15	87	1.45	.91
Ml	N P	119 80.41	13 8.78	7 4.73	3 2.03	6 4.05	148	1.41	.97
M2	N P	145 85.80	10 5.92	5 2.96	4 2.37		169	1.31	.88
ol	N P	83 81.37	9 8.82	6 5.88	1 .98	3 2.94	102	1.35	.87
02	N P	73 82.02	7 7.87	4 4.49	4 4.49	1 1.12	89	1.35	.85
Wl	N P	498 71.76	102 14.70	51 7.35	21 3.03		694	1.51	.98
W 2	N P	566 82.15	64 9.29		15 2.18		689	1.31	.79
Tl	N P		15 9.38	8 5.00	5 3.13	5 3.13	160	1.41	.95
Т2	N P			11 7.05			156	1.40	.90
Total				145 5.90				1.40	.90

Table E.32.--Item 38: I like to put extras on my car to attract attention.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 16.22	4 10.81	9 24.32		5 13.51	37	3.19	1.29
A2	N P	2 5.26	2 5.26	7 18.42	10 26.32		38	4.00	1.16
Bl	N P	11 12.64	9 10.34	28 32.18	14 16.09		87	3.38	1.34
В2	N P	3 3.75	9 11.25	15 18.75	20 25.00	33 41.25	80	3.89	1.18
Ml	N P	23 15.54	25 16.89	55 37.16	21 14.19	24 16.22	148	2.99	1.26
M2	N P	12 7.23	10 6.02	37 22.29	35 21.08	72 43.37	166	3.87	1.24
01	N P	9 9.28	13 13.40	29 29.90	31 31.96		97	3.31	1.17
O2	N P	2 2.50	4 5.00	10 12.50	30 37.50		80	4.13	.99
Wl	N P	49 7.40	71 10.73	179 27.04		200 30.21	662	3.60	1.23
W 2	N P	11 1.71	24 3.72	123 19.07		296 45.89	645	4.14	.97
Tl	N P	13 8.61	19 12.58	36 23.84		49 32.45	151	3. 58	1.29
т2	N P	2 1.37		43 29.45			146	3.93	1.01
Total	N P		198 8.47	571 24.43			2337	3.76	1.19

Table E.33.--Item 39: I am good at talking myself out of trouble.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 16.67	5 13.89	14 38.89	9 25.00	2 5.56	36	2.89	1.14
A2	N P	9 23.08	6 15.38	13 33.33		5 12.82	38	2.79	1.32
Bl	N P	19 21.84	17 19.54	32 36.78	16 18.39	3 3.45	87	2.62	1.12
B2	N P	7 8.14	11 12.79	44 51.16	11 12.79	13 15.12	86	3.14	1.09
Ml	N P	24 16.22	23 15.54	66 44.59	25 16.89	10 6.76	148	2.82	1.10
M2	N P	23 13.77	38 22.75	67 40.12	30 17.96	9 5.39	167	2.78	1.06
01	N P	10 9.80	20 19.61	50 49.02	15 14.71	7 6.86	102	2.89	1.00
02	N P	6 6.74	18 20.22	45 50.56	15 16.85	5 5.62	89	2.94	.93
Wl	N P	89 12.84	189 27.27	260 37. 52	113 16.31	42 6.06	693	2.75	1.06
W2	N P	76 11.08	161 23.47	263 38.34	133 19.39		686	2.89	1.08
Tl	N P	22 13.84	31 19.50	57 35.85	37 23.27	12 7.55	159	2.91	1.13
т2	N P		30 19.11	64 40.76		12 7.64	157	2.81	1.13
Total	N P			975 39.81			2449	2.84	1.08

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Table E.34.--Item 40: Strong discipline in practice makes a better team.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	14 38.89	9 25.00	10 27.78	2 5.56	1 2.78	36	2.08	1.08
A2	N P	9 23. 08	17 43.59	9 23.08	3 7.69	1 2.56	39	2.23	.99
Bl	N P	33 37. 50	32 36.36	20 22.73	3 3.41	0 0.00	88	1.92	.86
B2	N P	28 33.33	22 26.19	30 35.71	3 3.57		83	2.13	.97
Ml	N P	47 31.24	50 33.56	41 27.52	6 4.03	5 3.36	149	2.14	1.02
M2	N P	51 31.29	51 31.29	45 27.61	13 7.98	3 1.84	163	2.18	1.02
01	N P	48 48.00	23 23.00	24 24.00	5 5.00	0 0.00	100	1.86	.95
02	N P	32 35.96	27 30.34	24 26.97	5 5.62	1 1.12	89	2.06	.98
Wl	N P	277 40.03	212 30.64	159 22.98			692	1.97	.98
W 2	N P	206 30.07	247 36.06	205 29.93	18 2.63		685	2.09	.90
Tl	N P	62 38.99	46 28.93	39 24.53	8 5.03	4 2.52	159	2.03	1.03
Т2	N P		42 26.42	48 30.19	6 3.77	3 1.89	159	2.06	1.00
Total	N P	867 35.49	778 31.85	654 26.77	106 4.34	38 1.56	2443	2.05	.97

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Table E.35.--Item 41: I am popular with most of the students in my class.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	3 8.11	12 32.43	15 40.54	5 13.51	2 5.41	37	2.76	.98
A2	N P	6 15.79	15 39.47	13 34.21	3 7.89	1 2.63	38	2.42	.95
Bl	N P	13 15.12	31 36.05		6 6.98		86	2.48	.95
B2	N P	17 19.77	28 32.56	18 20.93			86	2.60	1.19
Ml	N P	6 4.08	34 23.13	59 40.14	38 25.85	10 6.80	147	3.08	.96
M2	N P	16 9.88	36 22.22	61 37.65	34 20.99	15 9.26	162	2.98	1.10
01	N P	4 4.04	44 44.44	38 38.38	12 12.12		99	2.62	.79
02	N P	1 1.14	27 30.68	51 57.95	8 9.09	1 1.14	88	2.78	.67
Wl	N P			304 44.12		16 2.32	689	2.72	.84
W 2	N P	27 3.98	243 35.79	312 45.95		13 1.91	679	2.72	.80
Tl	N P	13 8.44	38 24.68	7 5 4 8.70		8 5.19	154	2.82	.95
Т2	N P	12 7.64		81 51.59		5 3.18	157	2.83	.89
Total	N P	154 6.36	788 32.54	1060 43.77	340 14.04	80 3.30	2422	2.75	.89

Table E.36.--Item 42: Police officers are rougher on teen-agers than on adults.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	5 13.89	9 25.00	15 41.67	5 13.89	2 5.56	36	2.72	1.06
A2	N P	12 31.58	7 18.42	13 34.21		2 5.26	38	2.39	1.20
Bl	N P	21 23.86	24 27.27		4 4. 55		88	2.36	1.01
B2	N P	19 22.09	11 12.79	39 45.35			86	2.69	1.14
Ml	N P	59 39.86	27 18.24	48 32.43	11 7.43	3 2.03	148	2.14	1.09
M2	N P	46 27.88	44 26.67	59 35.76	13 7.88	3 1.82	165	2.29	1.02
01	N P	17 16.67	30 29.41	41 40.20	12 11.76	2 1.96	102	2.53	.97
02	N P	14 15.91	28 31.82	39 44.32	5 5.68	2 2.27	88	2.47	.91
Wl	N P	135 19.37	193 27.69	249 35.72		25 3.59	697	2.54	1.06
W2	N P	99 14.45	174 25.40	335 48.91		9 1.31	685	2.58	.90
Tl	N P	33 20.62	30 18.75	75 46.88	15 9.38	7 4.37	160	2.58	1.05
Т2	N P	32 20.51	40 25.64	63 40.38	17 10.90	4 2.56	156	2.49	1.02
Total	N P			1012 41.32			2449	2.51	1.01

Table E.37.--Item 43: Teachers want to help students with their problems.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	3 8.33	12 33.33	11 30.56	8 22.22	2 5.56	36	2.83	1.06
A2	N P	3 7. 69	13 33.33	12 30.77	8 20.51	3 7. 69	39	2.87	1.08
Bl	N P	9 10.23	24 27.27	40 45.45	11 12.50	4 4. 55	88	2.74	.96
B2	N P	10 11.63	18 20.93	38 44.19	12 13.95		86	2.88	1.09
Ml	N P	16 10.81	32 21.62	57 38.51	26 17.57		148	2.97	1.14
M2	N P	19 11.38	38 22.75	68 40.72			167	2.84	1.02
01	N P	8 7. 92	46 45.54	35 34. 65	8 7. 92	4 3.96	101	2.54	.90
02	N P	3 3.45	26 28.89	47 5 4. 02	8 9.20	3 3.45	87	2.79	.79
Wl	N P		253 36.30	281 40.32		25 3.59	697	2.68	.91
W2	N P		173 25.15	318 46.22		30 4. 36	688	2.94	.90
Tl	N P		48 30.00	61 38.12	23 14.37	11 6.87	160	2.77	1.06
Т2	N P	13 8.28	46 29.30	71 45.22		8 5.10	157	2.76	.95
Total	N P	185 7.54	729 29.71	1039 42.34		122 4.97	2454	2.81	.96

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Table E.38.--Item 44: The principal driver in my family gets traffic tickets for moving violations.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	2 5.88	3 8.82	2 5.88			34	3.91	1.14
A2	N P	1 2.63	1 2.63			17 44.74	38	4.18	.95
Bl	N P	3 3.45	5 5.75			45 51.72	87	4.16	1.09
B2	N P	1 1.18	2 2.35	11 12.94			85	4.38	.89
Ml	N P	4 2.68	7 4.70	21 14.09		74 49.66	149	4.18	1.02
M2	N P	2 1.22	4 2.44	18 10.98		95 57.93	164	4.38	.87
01	N P	1 .99	4 3.96	15 14.85		43 42.57	101	4.17	.90
02	N P	0 0.00	1 1.15			51 58.62	87	4.47	.71
Wl	N P	20 2.92	32 4.68		219 32.02	333 48.68	684	4.19	1.01
W2	N P	7 1.03	15 2.21	44 6.48		400 58.91	679	4.45	.80
Tl	N P	3 1.94		18 11.61	51 32.90		155	4.25	.94
Т2	N P	1 .65	10 6.54	19 12.42		71 46.41	153	4.19	.94
Total	N P			253 10.47					

Table E.39.--Item 45: I have as good table manners at home as when I eat out.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	7 19.44	15 41.67	10 27.78	1 2.78		36	2.39	1.10
A2	N P	18 46.15	12 30.77	4 10.26	2 5.13		39	1.97	1.22
В1	N P	25 28.41	26 29.55	22 25.00	9 10.23		88	2.38	1.20
B2 .	N P	31 36.05	27 31.40	18 20.93	6 6.98	4 4.65	86	2.13	1.13
Ml	N P	35 23.81	45 30.61	45 30.61	9 6.12		147	2.46	1.18
M2	N P	49 29.52	56 33.73	39 23.49	18 10.84		166	2.23	1.07
01	N P	17 16.83	31 30.69	35 34.65	15 14.85		101	2.56	1.03
02	N P	20 22.47	35 39.33	25 28.09	6 6.74	3 3.37	89	2.29	1.00
Wl	N P		240 34.83	160 23.22		55 7. 98	689	2.54	1.19
W 2	N P		241 35.18	134 19.56		46 6.72	685	2.38	1.19
Tl	N P	41 25.95	55 34.81	39 2 4. 68			158	2.34	1.14
Т2	N P	37 23.27		48 30.19			159	2.31	1.03
Total	N P		841 34.42	579 23 .7 0		157 6.43	2443	2.40	1.16

Table E.40.--Item 46: I have been wrong in an argument but wouldn't admit it to my opponent.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	2 5.56	2 5.56	18 50.00	10 27.78	4 11.11	36	3. 33	.96
A2	N P	2 5.13	3 7.69	16 41.03	12 30.77	6 15.38	39	3.44	1.02
Bl	N P	11 12.94	6 7.06	36 42.35	22 25.88	10 11.76	85	3.16	1.14
В2	N P	5 5.75	11 12.64	29 33.33	25 28.74		87	3.44	1.12
Ml	N P	6 4.05	17 11.49	80 54.04	33 22.30	12 8.11	148	3.19	.89
M 2	N P	15 9.04	18 10.84	75 45.18	37 22.29	21 12.65	166	3.19	1.08
01	N P	4 3.92	8 7.84	49 48.04	34 33.33	7 6.86	102	3.31	.87
02	N P	0 0.00	7 7.95	40 45.45	32 36.36	9 10.23	88	3.49	.79
Wl	N P	33 4.78	88 12.74	331 47.90	191 27.64	48 6.95	691	3.19	.91
W2	N P	21 3.07	51 7. 45	285 41.61	255 37.23	73 10.66	685	3.45	.89
Tl	N P	5 3.21	18 11.54	67 42.95	45 28.85	21 13.46	156	3.38	.97
Т2	N P	6 3. 85		68 43.59			156	3.45	.97
Total	N P			1094 44.85			2439	3.32	.95

Table E.41.--Item 47: Society should have the right to question the way I live.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 16.67	7 19.44	12 33.33	6 16.67	5 13.89	36	2.92	1.27
A2	N P	7 18.42	6 15.79		5 13.16	5 13.16	38	2.87	1.26
Bl	N P		9 10.47	38 44.19	17 19.77	12 13.95	86	3.14	1.15
B2	N P	6 7.41	9 11.11			18 22.22	81	3.33	1.16
Ml	N P	13 8.84	27 18.37	63 42.86		26 17.69	147	3.12	1.17
M2	N P	25 15.24		67 40.85			164	3.08	1.24
01	N P	14 14.58				12 12.50	96	2.89	1.21
02	N P		5 5.75	40 45. 98		14 16.09	87	3.24	1.15
Wl	N P			218 31.78			686	2.86	1.28
W2	N P			263 38.91		69 10.21	676	2.86	1.19
Tl	N P	26 17.22	25 16.56		21 13.91		151	2.96	1.29
Т2	N P	20 13.42	15 10.07	57 38.26	30 20.13	27 18.12	149	3.19	1.24
Total	N P			896 37.38		341 14.23	2397		

Table E.42.--Item 48: I like to razz a team when it is losing.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	5 13.89	3 8.33	12 33.33		6 16.67	36	3.25	1.25
A2	N P	6 15.79	2 5.26	16 42.11	9 23.58	5 13.16	38	3.13	1.21
Bl	N P	16 18.82		29 34.12	19 22.35		85	2.95	1.26
B2	N P	14 16.47	5 5.88	32 37.65			85	3.22	1.31
Ml	N P	23 15.54	16 10.81	64 43.24			148	3.01	1.20
M2	N P	10 6.13		61 37.42			163	3.43	1.14
01	N P	11 10.89	14 13.86		32 31.68	9 8.91	101	3.14	1.11
02	N P		5 5.68	28 31.82		23 26.14	88	3.48	1.29
Wl	N P	95 13.79		22 7 32.95			689	3.13	1.22
W2	N P	49 7.24		181 26.74			677	3.64	1.17
Tl	N P	23 15.13		53 34.87				3.11	1.26
Т2	N P	13 8.50		50 32.68		35 22.88	153	3.46	1.19
Total				788 32.63			2415	3.32	1.22

Table E.43.--Item 49: I am proud of my reputation in the community.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	9 25.71	9 25.71	8 22.86	6 17.14	3 8.57	35	2.57	1.29
A2	N P	13 25.14	15 40.54	7 18.92	1 2.70	1 2.70	37	1.97	.96
Bl	N P	18 22. 22	25 30.86	30 37.04	5 6.17	3 3.70	81	2.38	1.02
В2	N P	24 28.57	28 33.33	20 23.81	9 10.71	3 3.57	84	2.27	1.10
Ml	N P	28 19.05	40 27.21	55 37.41	16 10.88	8 5.44	147	2.56	1.09
M2	N P	37 22.42	63 38.18	48 29.09	11 6.67	6 3.64	165	2.31	1.01
01	N P	12 12.12	38 38.38	32 32.32	14 14.14	3 3.03	99	2.58	.98
O2	N P	12 13.48	34 38.20	38 42.70	5 5.62	0 0.00	89	2.40	.79
Wl	N P	117 17.23	224 32.99	252 37.11	64 9.43	22 3.24	679	2.48	.99
W2	N P	191 28.72	238 35 . 79	190 28.57	32 4. 81	14 2.11	665	2.16	.97
Tl	N P	36 23.68	44 28.95	50 32.89	15 9.87	7 4.61	152	2.43	1.10
Т2	N P			45 29.41			153	2.22	.96
Total	N P			775 32.48			2386	2.35	1.01

Table E.44.--Item 50: I am considered a friendly person.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	7 19.44	18 50.00	7 19.44	3 8.33	1 2.78	36	2.25	.97
A2	N P	11 28.21	19 48.72	9 23.08	0 0.00	0 0.00	3 9	1.95	.72
Bl	N P	24 28.24	31 36.47	24 28.24	4 4.71	2 2.35	85	2.16	.97
B2	N P	27 32.14	31 36.90	24 28.57	1 1.19	1 1.19	84	2.02	.88
Ml	N P	27 18.37	64 43.54	44 29.93	6 4.08	6 4.08	147	2.32	.96
M2	N P	44 26.35	69 41.32	47 28.14	5 2.99	2 1.20	167	2.11	.87
01	N P	14 13.73	53 51.96	27 26.47	4 3.92	4 3.92	102	2.32	.90
O2	N P	18 20.69	42 48.28	25 28.74	2 2.30	0 0.00	87	2.13	.76
Wl	N P	120 17.47	351 51.00	186 27.07	19 2.77	11 1.60	687	2.20	.81
W 2	N P	151 22.17	385 56.53	137 20.12	7 1.03	1 .15	681	2.00	.69
Tl	N P	27 17.20	72 45.86	51 32.48	3 1.91	4 2.55	157	2.27	.86
T 2	N P			33 21.29				2.05	.83
Total	N P			614 25.30		35 1.44	2427	2.13	.82

Table E.45.--Item 51: I like most of my work.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean,	Std. Dev.
Al	N P	4 11.11	15 41.67	13 36.11	3 8.33	1 2.78	36	2.50	.91
A2	N P	3 7.69	23 58.97		4 10.26		39	2.41	.88
Bl	N P	11 13.10	27 32.14		9 10.71		84	2.60	.97
B2	N P	11 12.94	29 34.12	38 44.71	5 5.88	2 2.35	85	2.51	.88
Ml	N P	14 9.46	40 27.03	72 48.65	18 12.16		148	2.72	.90
M2	N P	21 12.57	61 36.53	61 36.53	16 9.58	8 4.79	167	2.57	.99
01	N P	11 10.78	50 49.02	34 33.33	4 3.92	3 2.94	102	2.39	.85
02	N P	7 7.87	44 49.44	27 30.34	8 8.99		89	2.51	.89
Wl	N P	63 9.08	275 39.63	256 36.89		29 4.18	694	2.61	.94
W2	N P	80 11.71	318 46.56	216 31.63			683	2.41	.86
ті	N P	15 9.62	65 41.67	50 32.05	23 14.74	3 1.92	156	2.58	.92
Т2	N P		57 36.08	62 39.24		3 1.90	158	2.47	.91
Total	N P			871 35.68			2441	2.53	.91

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Table E.46.--Item 52: Our family spends a great deal of time together.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	4 11.76	8 23.53	9 26.47	8 23.53	5 14.71	34	3.06	1.25
A2	N P	6 15.38	9 23.08	13 33.33	6 15.38	5 12.82	39	2.87	1.24
Bl	N P	10 11.76		35 41.18		6 7.06	85	2.91	1.08
B2	N P	14 16.47				9 10.59	85	2.95	1.22
Ml	N P	12 8.11				8 5.41	148	2.84	1.00
M2	N P	39 23.49			28 16.87	11 6.63	166	2.58	1.21
01	N P	13 12.75			16 15.69	4 3.92	102	2.69	1.01
02	N P	5 5.62		26 29.21	27 30.34		89	2.88	.95
Wl	N P			244 35.16			694	2.89	1.07
W2	N P			210 30.61			686	2.82	1.14
Tl	N P	23 14.74		47 30.13				2.71	1.15
Т2	N P	32 20.25		39 24.68		19 12.03	158	2.75	1.29
Total				794 32.51			2442	2.82	1.12

Table E.47.--Item 53: Attitudes toward driving are more important than ability to handle a car.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	7 21.21	4 12.12	8 24.24	8 24.24		33	3.06	1.41
A2	N P	10 26.32	9 23.68	13 34.21	4 10.53	2 5.26	38	2.45	1.16
Bl	N P	10 11.90	28 33.33	29 34.52	12 14.29	5 5.95	84	2.69	1.05
В2	N P	26 30.95	25 29.76	21 25.00	6 7.14		84	2.30	1.19
Ml	N P	33 22.60	33 22.60	53 36.30	17 11.64	10 6.85	146	2.58	1.16
M2	N P	37 22.98	49 30.43	56 3 4. 78	14 8.70	5 3.11	161	2.39	1.03
ol	N P	23 22.77	30 29.70		6 5.94	4 3.96	101	2.39	1.03
02	N P	12 13.95		46 53.49	6 6.98	_	86	2.60	.90
Wl	N P			261 38.16		52 7.60	684	2.66	1.13
W2	N P		144 21.27	315 46.53	, -	35 5.17	677	2.66	1.04
Tl	N P	34 22.08	29 18.83	53 34.42			154	2.73	1.26
Т2	N P	26 17.22	39 25.83	58 38.41		9 5.96	151	2.64	1.09
Total	N P			951 39.64			2399	2.62	1.10

Table E.48.--Item 54: I like to take chances when I'm driving.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	0 0.00	1 2.94	5 14.71	10 29.41		34	4.32	.84
A2	N P	0 0.00	2 5.26	4 10.53	12 31.58		38	4.32	.87
Bl	N P	1 1.19	3 3.57	21 25.00	19 22.62		84	4.12	.99
В2	N P	5 6.25	2 2.50	9 11.25	15 18.75	49 61.25	80	4.26	1.16
Ml	N P	4 2.72	7 4.76	25 17.01	58 39.46	53 36.05	147	4.01	.99
M2	N P	3 1.81	3 1.81	16 9.64	50 30.12		166	4.38	.87
01	N P	1 1.04	2 2.08	17 17.71	41 42.71		96	4.11	.84
02	N P	1 1.19	1 1.19	9 10.71	26 30.95		84	4.39	.82
Wl	N P	12 1.78	25 3.71	101 15.01	278 41.31		673	4.10	.91
W 2	N P	5 .76	5 .76			398 60.58	657	4.48	.75
Tl	N P	1 .66	5 3.29	23 15.13	40 26.32	83 54.61	152	4.31	.89
Т2	N P	1 .67	3 2.01	18 12.08		80 53.69	149	4.36	.82
Total	N P	34 1.44		304 12.88		1174 49.75	2360	4.28	.88

Table E.49.--Item 55: Traffic laws are set up to promote safety.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	20 57.14	8 22.86	2 5.71	3 8.57	2 5.71	35	1.83	1.22
A2	N P	29 74.36	6 15.38	4 10.26	0 0.00	0 0.00	39	1.36	.67
Bl	N P	56 66.67	14 16.67	10 11.90	2 2.38	2 2.38	84	1.57	.96
В2	N P	54 65.06	14 16.87	9 10.84	3 3.61	3 3.61	83	1.64	1.05
Ml	N P	98 66.22	28 18.92	13 8.78	6 4.05	3 2.03	148	1.57	.96
M2	N P	114 70.81	2 4 14.91	14 8.70	6 3.73	3 1.86	161	1.51	.94
01	N P	71 69.61	24 23.53	6 5.88	1 .98	0 0.00	102	1.38	.65
02	N P	57 64.77	26 29.55	5 5.68	0 0.00	0 0.00	88	1.41	.60
Wl	N P	447 64.61	174 25.07	53 7.64	8 1.15	12 1.73	694	1.51	.82
W2	N P		162 23.79	25 3.67	3 .44		681	1.35	.63
Tl		107 69.03	33 21.29	10 6.45	2 1.29		155	1.46	.83
Т2		110 70.51		14 8.97		1 .64	156	1.43	.76
Total				165 6.80			2426	1.46	.80

Table E.50.--Item 56: Courtesy toward other drivers is important.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	21 60.00	8 22.86	2 5.71	3 8.57	1 2.86	35	1.71	1.10
A2	N P	28 71.79	8 20.51	3 7.69	0 0.00	0 0.00	39	1.36	.63
Bl	N P	49 58.33	14 16.67	19 22.62	1 1.19		84	1.70	.94
B2	N P	57 68.67	11 13.25	10 12.05	2 2.41		83	1.59	1.04
Ml	N P	88 59.86	35 23.81	20 13.61	3 2.04	1 .68	147	1.60	.85
M2	N P	112 69.29	33 20.12	15 9.15	3 1.83	1 .61	164	1.46	.79
01	N P	68 66.67	23 22.55	9 8.82	2 1.96	0 0.00	102	1.46	.74
02	N P	67 76.14	13 14.77	8 9.09	0 0.00	0 0.00	88	1.33	.64
Wl	N P		174 25.22	58 8.41			690	1.50	.80
W 2	N P		100 14.51	23 3.34			689	1.22	.51
Tl				15 9.62			156	1.49	.7 5
Т2	N P	113 74.34	25 16.45	13 8.55	0 0.00	1 .66	152	1.36	.70
Total	N P	1709 70.36	483 19.88	195 8.03	24 .99	18 .74	2429	1.42	.74

Table E.51.--Item 57: I like a great deal of freedom.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	14 40.00	10 28.57	8 22.86	1 2.86	2 5.71	35	2.06	1.14
A2	N P	20 52.63	8 21.05	8 21.05	2 5.26	0 0.00	38	1.79	.96
Bl	N P	31 36.90	27 32.14	23 27.38	2 2.38	1 1.19	84	1.99	.92
B2	N P	30 36.14	21 25.30	25 30.12	5 6.02	2 2.41	83	2.13	1.06
Ml	N P	52 35.37	39 26.53	50 34.01	4 2.72	2 1.36	147	2.08	.96
M2	N P	49 29.52	51 30.72	48 28.92	14 8.43	4 2.41	166	2.23	1.04
01	N P	49 48.04	36 35.29	16 15.69	1 .98	0 0.00	102	1.70	.77
02	N P	28 31.46	40 44.94	20 22.47	1 1.12	0 0.00	89	1.93	.77
Wl	N P	307 44.36	232 33.53	134 19.36	13 1.88	6 .87	692	1.81	.87
W2	N P	246 35.81	227 33.04	188 27.37	22 3.20	4 .58	687	2.00	.90
Tl	N P	70 44. 59	45 28.66	38 24.20	3 1.91	1 .64		1.85	.90
т2	N P	70 44.59	35 22.29	50 31.85	2 1.27	0 0.00	157	1.90	.90
Total	N P	966 39.64		608 24.95	70 2.87		2437	1.94	.92

Table E.52.--Item 58: I don't mind being told what to do.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	6 17.14	5 14.29	19 54.29	2 5.71	3 8.57	35	2.74	1.09
A2	N P	3 7.69	9 23.08	21 53.85	3 7.69	3 7.69	39	2.85	.96
Bl	N P	5 5.95	13 15.48	45 53.57		9 10.71	84	3.08	.98
В2	N P	7 8.43	14 16.87	39 46.99	11 13.25		83	3.08	1.11
Ml	N P	14 9.66	35 24.14	72 49.66	14 9.66	10 6.90	145	2.80	.98
M2	N P	19 11.38	26 15.57	74 44.31	34 20.36	14 8.38	167	2.99	1.08
01	N P	7 6.86	24 23.53	52 50.98	17 16.67	2 1.96	102	2.83	.86
02	N P	7 7.87	22 24.72	39 43.82	14 15.73	7 7.87	89	2.91	1.02
Wl	N P	25 3.61	158 22.83	339 48.99	117 16.91	53 7.66	692	3.02	.92
W 2	N P	36 5.25	139 20.26	344 50.15	110 16.03	57 8.31	686	3.02	.95
Tl	N P	10 6.37	37 23.57	72 45.86	20 12.74	18 11.46	157	2.99	1.04
Т2	N P	8 5.06		79 50.00		15 9.49	158	3.01	.97
Total	N P	147 6.03		1195 49.04			2437	2.99	.97

Table E.53.--Item 59: My grades in school are a good indication of my ability.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	1 2.86	7 20.00	11 31.43	11 31.43	5 14.29	35	3.34	1.06
A2	N P	5 12.82	7 17.95	18 46.15	6 15.38	3 7.69	39	2.87	1.08
Bl	N P	10 11.76	10 11.76	38 44.71	16 18.82	11 12.94	85	3.09	1.14
B2	N P	8 9.76	21 25.61	36 43.90	13 15.85	4 4.88	82	2.80	.99
Ml	N P	13 8.97	29 20.00	74 51.03	22 15.17	7 4.83	145	2.87	.94
M2	N P	16 9.82	43 26.38	71 43.56	24 14.72	9 5.52	163	2.80	.99
01	N P	13 12.87	33 32.67	39 38.61	10 9.90	6 5.94	101	2.63	1.03
02	N P	10 11.36	33 37.50	29 32.95	10 11.36	6 6.82	88	2.65	1.05
Wl	N P	74 10.76	189 27.47	224 32.56	137 19.91	64 9.30	688	2.90	1.13
W2	N P	80 11.73	221 32.40	242 35.48	101 14.81	38 5.57	682	2.70	1.04
Tl	N P	24 15.38	38 24.36	51 32.69	26 16.67	17 10.90	156	2.83	1.20
Т2	N P			65 41.40		9 5.73	157	2.82	1.03
Total	N P			898 37.09			2421	2.81	1.07

Table E.54.--Item 60: I become concerned about what other people think of me.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	1 17.14	7 34.29	11 28.57	11 17.14	5 2.86	35	2.54	1.07
A2	N P	5 41.03	7 17.95	18 25.64	6 5.13		39	2.26	1.33
Bl	N P	10 16.67	10 27.38		16 9.52		85	2.61	1.06
B2	N P	8 37.50			13 8.75		82	2.14	1.06
Ml	N P	13 16.55			22 9 . 66		145	2.53	1.03
M2	N P	16 28.92	43 31.33		24 9.64		163	2.24	1.03
01	N P	13 17.65			10 8.82		101	2.46	.95
02	N P	10 23.60	33 26.97	29 40.45	10 7.87		88	2.36	.97
Wl	N P			224 34.11			688	2.47	1.05
W2	N P			242 26.82			682	2.14	1.03
Tl	N P	24 24.84	38 32.68	51 27.45	26 11.76			2.36	1.08
Т2	N P	17 29.94		65 24.84	27 9.55		157	2.31	1.16
Total	N P			898 31.09			2421	2.33	1.06

Table E.55.--Item 61: I find that older people tend to be too bossy.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	3 8.82	9 26.47	13 38.24	7 20.59	2 5.88	34	2.88	1.04
A2	N P	3 7.69	9 23.08	19 48.72	7 17.95	1 2.56	39	2.85	.90
Bl	N P	18 21.43	20 23.81	39 46.43	5 5.95	2 2.38	84	2.44	.97
B2	N P	13 15.66	22 26.51	36 43.37	10 12.05	2 2.41	83	2.59	.98
Ml	N P	23 15.75	46 31.51	56 38.36	15 10.27	6 4.11	146	2.55	1.01
M2	N P	27 16.27	31 18.67	86 51.81	16 9.64	6 3.61	166	2.66	.98
01	N P	11 10.78	31 30.39	44 43.14	15 14.71	1 .98	102	2.65	.90
02	N P	8 9.09	21 23.86	42 47.74	17 19.32	0 0.00	88	2.77	.87
Wl	N P	75 10.90	147 21.37		96 13.95	21 3.05	688	2.77	.93
W2	N P	57 8.30	99 14.41	388 56.48	128 18.63	15 2.18	687	2.92	.86
Tl	N P	24 15.58	34 22.08	65 42.21	26 16.88	5 3.25	154	2.70	1.03
Т2	N P	18 11.54	25 16.03	79 50.64	27 17.31	7 4.49	156	2.87	.98
Total	N P			1216 50.10		68 2.80	2427	2.77	.94

Table E.56.--Item 62: I feel somewhat nervous when I drive a car.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	0	4 11.43	12 34.29		6 17.14	35	3.60	.91
A2	N P	0 0.00	3 7.69	14 35.90	14 35.90	8 20.51	39	3.69	.89
Bl	N P	2 2.44	6 7.32	29 35.37	27 32.93		82	3.65	.99
B2	N P	6 7.69	5 6.41	41 52.56	15 19.23		78	3.26	1.04
Ml	N P	11 7.64	12 8.33	31 21.53		30 20.83	144	3.60	1.14
M2	N P	17 10.30	30 18.18	44 26.67			165	3.23	1.23
01	N P	2 2.08	13 13.54	39 40.63	30 31.25	12 12.50	96	3.39	.94
02	N P	9 10.84	17 20.48	24 28.92		10 12.05	83	3.10	1.19
Wl	N P	19 2.87	74 11.20	235 35.55		134 20.27	661	3.54	1.03
W 2	N P	44 6.78	80 12.33	262 40.37		81 12.48	649	3.27	1.05
Tl	N P	6 4. 00	14 9.33	53 35.33	44 29.33		150	3.56	1.06
Т2	N P	14 9.52		67 45.58			147	3.11	1.05
Total	N P			851 36.54			2329	3.40	1.07

Table E.57.--Item 63: I think courtesy towards others is a good reflection of a person's character.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	10 28.57	12 34.29	5 14.29	6 17.14	2 5.71	35	2.37	1.24
A2	N P	12 30.77	17 43.59	9 23.08	1 2.56	=	39	1.97	.81
Bl	N P	25 30.12	26 31.33	27 32.53	4 4.82		83	2.16	.96
B2	N P	42 51.22	 -	17 20.73	4 4.88		82	1.83	1.00
Ml	N P	30 20.69	61 42.07	38 26.21	13 8.97		145	2.30	.97
M2	N P	73 44.51			6 3.66		164	1.91	.99
01	N P	40 40.00	34 34.00	21 21.00			100	1.92	.93
02	N P	38 42.70		17 19.10		0 0.00	89	1.81	.82
Wl	N P		300 43.48	182 26.38			690	2.14	.89
W 2	N P			101 14.79			683	1.78	.78
Tl	N P	53 33.97	59 37.82	37 23.72		2 1.28		2.00	.91
Т2	N P	76 49.03	42 27.10	30 19.35			155	1.80	.93
Total				521 21.52			2421	1.97	.90

Table E.58.--Item 64: I get more fun out of driving a car than any other activity.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al .	N P	5 14.29	6 17.14	12 34.29	11 31.43		35	2.91	1.09
A2	N P	4 10.53	5 13.16	14 36.84	8 21.05	7 18.42	38	3.24	1.22
Bl	N P	7 8.33	8 9.52	40 47.62			84	3.20	1.05
B2	N P	8 10.00	5 6.25	38 47.50	20 25.00	9 11.25	80	3.21	1.06
Ml	N P	24 16.55	25 17.24				145	2.96	1.23
M2	N P	22 13.25	25 15.06	56 33.73			166	3.13	1.24
01	N P	5 5.26	13 13.68	44 46.32		9 9.47	95	3.20	.97
02	N P	2 2.44	7 8.54	29 35.37	35 42.68	9 10.98	82	3.51	.89
Wl	N P	43 6.49	88 13.27	241 36.35		99 14.93	663	3.33	1.08
W2	N P	38 5.88		243 37.62			646	3.38	1.01
Tl	N P	18 11.76	25 16.34	46 30.07	44 28.76		153	3.15	1.20
Т2	N P	13 9.03	15 10.42	59 40.97			144	3.19	1.04
Total	N P			866 37.15			2331	3.27	1.09

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Table E.59.--Item 65: The police are only trying to do the job for which they are hired.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	11 32.35	15 44.12	6 17.65	1 2.94	1 2.94	34	2.00	.95
A2	N P	12 30.77	14 35.90	11 28.21	2 5.13	0 0.00	39	2.08	.90
Bl	N P	19 22.35	28 32.94	32 37.65	6 7.06	0 0.00	85	2.29	.90
B2	N P	25 30.86	31 38.27	19 23.46	5 6.17	1 1.23	81	2.09	.95
Ml	N P	31 21.53	50 34.72	39 27.08	19 13.19	5 3.47	144	2.42	1.07
M2	N P	49 30.06	57 34.97	31 19.02	15 9.20	11 6.75	163	2.28	1.18
01	N P	37 36.27		20 19.61			102	1.89	.82
02	N P	22 25.00	42 47.73				88	2.08	.83
Wl	N P		320 46.44		29 4.21	14 2.03	689	2.06	.91
W2	N P		331 48.46	140 20.50	15 2.20	1 .15	683	1.97	.77
ті	N P	54 34.84	54 34.84	30 19.35		7 4.52	155	2.11	1.10
Т2	N P	48 31.37		48 28.10		0 0.00	153	2.07	.90
Total	N P			522 21.61			2416	2.07	.92

Table E.60.--Item 66: My folks insist that I spend most week-day evenings at home.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	3 8.57	7 20.00	11 31.43		3 8.57	35	3.11	1.11
A2	N P	6 15.38	12 30.77		5 12.82	5 12.82	39	2.77	1.25
Bl	N P	7 8.43	18 21.69	33 39.76		8 9.64	83	3.01	1.08
В2	N P	12 14.63	15 18.29	23 28.05	17 20.73		82	3.10	1.31
Ml	N P	19 13.10	36 24.83	45 31.03		19 13.10	145	2.93	1.22
M2	N P	33 20.12	45 27.44	46 28.05		17 10.87	164	2.67	1.24
01	N P	15 14.85	20 19.80	31 30.69		9 8.91	101	2.94	1.19
02	N P	14 15.73	34 38.20	22 24.72	11 12.36	8 8.99	89	2.61	1.16
Wl	N P	99 14.49	166 24.30	181 26.50			683	2.92	1.22
W 2	N P	119 17.35		187 27.26	143 20.85		686	2.80	1.22
Tl	N P	28 18.06	40 25.81	44 28.39	29 18.71	14 9.03	155	2.75	1.21
Т2	N P	39 25.16		47 30.32		12 7.74	155	2.53	1.21
Total	N P			681 28.18			2417	2.83	1.22

Table E.61.--Item 67: I am considered a reliable person.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	7 20.59	16 47.06	8 23.53		0 0.00	34	2.21	.88
A2	N P	3 7.69	26 66.67	9 23.08	1 2.56	0 0.00	39	2.21	.61
Bl	N P	14 16.87		21 27.71	1 1.20	4 4.82	83	2.28	.93
В2	N P	21 25.30	32 38.55	27 32.53	2 2.41	1 1.20	83	2.16	.88
Ml	N P	12 8.28	56 38.62	66 45.5]	7 4.83	4 2.76	145	2.55	.82
M 2	N P	35 21.08	72 43.37	49 29.52	9 5.42	1 .60	166	2.21	.86
01	N P	16 15.84		30 29.70	1 .99	1 .99	101	2.19	.74
02	N P	13 14.61	50 56.18	23 25.84	1 1.12		89	2.20	.79
Wl	N P			163 23.55			692	2.15	.81
W 2	N P			141 20.52			687	2.03	.68
Tl	N P	33 21.29	72 46.45	41 26.45	8 5.16	1 .65		2.17	.85
Т2	N P			42 27.63			152	2.11	.82
Total				622 25.64			2426	2.15	.79

Table E.62.--Item 68: I like to help a person who is in trouble.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	8 25.71	13 37.14	12 34.29	1 2.85	0 0.00	35	2.14	.85
A2	N P	18 46.15	16 41.03	4 10.26	1 2.56	0 0.00	39	1.69	.77
Bl	N P	16 19.05	29 34.52	33 39.29	5 5.95	1 1.19	84	2.36	.90
B2	N P	37 44.58	29 34.94	12 14.46	1 1.20		83	1.87	1.03
Ml	N P	40 27.59	43 29.66	58 40.00	4 2.76		145	2.18	.87
M2	N P	72 43.64	50 30.30	38 23.03	4 2.42	1 .61	165	1.86	.90
01	N P	22 21.78	44 43.56	31 30.69		1 .99	101	2.18	.84
02	N P	28 31.46	39 43.82	18 20.22		0 0.00	89	1.98	.84
Wl	N P	134 19.36	505	206 29.77		13 1.88	692	2.25	.88
W2	N P	249 36.14	316 45.86	117 16.98		0 0.00	689	1.83	.74
Tl	N P	41 26.11	60 38.22	46 29.30	7 4.46	_	157	2.18	.94
Т2	N P	67 42.95		32 20.51			156	1.83	.87
Total				607 24.93			2435	2.03	.87

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Table E.63.--Item 69: I am more courteous than the average driver.

Ethnic Group, Sex		Always	Usually	Sometimes	Rarely	Never	Total	Mean	Std. Dev.
Al	N P	2 5.88	10 29.41	20 58.82	2 5.88	0	34	2.65	.69
A2	N P	1 2.70	14 37.84	17 45.95	3 8.11		37	2.76	.86
Bl	N P	9 11.25	15 18.75	49 61.25	4 5.00		80	2.71	.87
B2	N P	8 10.26	24 30.77	36 46.15	6 7.69		78	2.67	.95
Ml	N P	12 8.39	27 18.88	86 60.14	11 7.69		143	2.82	.88
M2	N P	19 11.87	43 26.87	76 47.50	10 6.25	12 7.50	160	2.71	1.01
01	N P	8 8.33	33 34.38	46 47.92	4 4.17	5 5.21	96	2.64	.90
02	N P	2 2.53	23 29.11	49 62.03	2 2.53	3 3.80	79	2.76	.72
Wl	N P	60 9.08	191 28.90	336 50.83			661	2.69	.90
W 2	N P	35 5.49	204 32.03	354 55.57		15 2.35	637	2.66	.75
Tl	N P	22 14.57		69 45.70			151	2.53	.93
Т2	N P	13 9.03	42 29.17	76 52.78			144	2.65	.84
Total	N P		672 29.22	1214 52.78			2300	2.68	.86

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