

INFORMATION-SEEKING, OPINION LEADERSHIP,
AND SENSE OF POWERLESSNESS FOR
DIFFERENT ISSUES

THESIS FOR THE DEGREE OF PhD

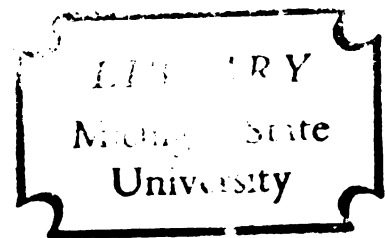
MICHIGAN STATE UNIVERSITY

SHIRLEY ECKERSON MARSH

1967



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INNOVATING-DESIGN, OPTIMUM TRADESMANSHIP,
AND SERIES OF BUREAUCRACY FOR
DIFFERENT TRADES

By

Shirley Edgerton Marsh

AN ABSTRACT OF A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
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Department of Communications

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ABSTRACT

INFORMATION-SEEKING, OPINION LEADERSHIP,
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DIFFERENT ISSUES

By Shirley Eckerson Marsh

The study of personal influence over the past twenty years has consistently produced evidence of the importance of face-to-face interaction in opinion formation and decision-making as related to mediated sources of information. Few studies have investigated information-seeking in a broad context comparing mediated and interpersonal sources for more than one issue and for a general population sample.

There was need to examine the interplay of influence from several sources on more than one issue, focusing attention on some factors which predispose information-seeking behavior by an individual.

Thus, the objectives of the research reported in this thesis were:

1. To examine the relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to the extent of information-seeking.
2. To examine the relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to the degree of interpersonalness in information-seeking.

3. To determine whether the relationships between the four variables and (1) extent of information-seeking, and (2) degree of interpersonalness, hold true for different areas.

Data were collected from five hundred adults, a random sample, in the state of Nebraska via personal interviews by trained interviewers. The data gathering instrument was developed within the theoretical framework of the research. Some measures were constructed specifically for use in this research while others utilized questions and scales from previous studies. Validity checks were made by correlating scale items with scales which had been validated by other researchers. Correlational techniques were used to remove the effects of the control variables -- life cycle, sex, community size, education, and socio-economic status. Zero-order and partial correlation was the major statistical method used to test the empirical hypotheses. Pearsonian product moment correlations were computed in the multiple correlation analysis.

Information-seeking was the dependent variable of the research, defined as the degree to which a receiver (person) utilizes mediated and inter-personal communication channels to obtain ideas, advice, or information about a specific issue. Two issues were studied: a public affairs issue (taxation) and a social issue (women working).

The research focused on the four independent variables considered to be predisposing factors in information-seeking behavior:

1. Opinion leadership, defined as a person who himself indicates that he influences the opinion and behavior of other individuals through personal contact;

2. Sense of powerlessness, defined as a feeling of lack of control over the outcome of public or social issues and a low expectancy that one's own behavior can alter them;
3. Issue interest, defined as a psychological involvement of the individual with an issue which facilitates awareness and action; and
4. Gregariousness, defined as the extent of an individual's formal and informal social contacts with other people.

Eight hypotheses guided this research inquiry. The major findings are:

1. The extent of information-seeking is positively related to opinion leadership for both issues.
2. The degree of interpersonalness of information-seeking is positively related to opinion leadership for both issues.
3. The extent of information-seeking is negatively related to sense of powerlessness for the taxation issue but not for the women working issue.
4. The degree of interpersonalness of information-seeking is negatively related to sense of powerlessness for both issues.
5. The extent of information-seeking is positively related to the degree of issue interest for both issues.
6. The degree of interpersonalness of information-seeking is positively related to the degree of issue interest for both issues.
7. The extent of information-seeking is positively related to gregariousness for the taxation issue but not for the women working issue.
8. The degree of interpersonalness of information-seeking was found not to be related to the degree of gregariousness for either issue.

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DIFFERENT ISSUES

By

Shirley Eckerson Marsh

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A Thesis

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1967
1967

INFORMATION-SEEKING, OPINION LEADERSHIP,
AND SENSE OF POWERLESSNESS FOR
DIFFERENT ISSUES

Accepted by the Faculty of the Department of Commu-
nication, College of Communication Arts, Michigan
State University
By
Shirley Eckerson Marsh
in partial fulfillment of the
requirements for the Doctor of Philosophy degree.

Quinn M. Ryan
Director of Thesis

Quinn M. Ryan Chairman

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
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DOCTOR OF PHILOSOPHY

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I would like to express my appreciation to the administration and faculty of the Department of Communication, the College of Communication Arts and Accepted by the faculty of the Department of Communication, College of Communication Arts, Michigan State University, in partial fulfillment of the requirements for the Doctor of Philosophy degree.

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Guidance Committee: Everett M. Rogers, Chairman

The research project from which this dissertation was conducted under the sponsorship of the University of Nebraska Research, University of Nebraska. I have been in the office during the period 1964-1966 and have been the resources of his research unit to make possible the research. It was a part of a more encompassing study of adult interests in Nebraska people. Without his cooperation and concern for my academic future, this would not have been possible.

I have a deep sense of gratitude to all those people, Dr. Malcolm MacLean now at The State University of Iowa, Dr. Harold E. Jones and Vice President Glenn Back at Kansas State University, my

faculty in the Department of Home Economics Extension at Kansas State,
fellow graduate students, and friends who have made many contributions
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was a part of a more encompassing study of Adult Interests of Nebraska
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faculty in the Department of Home Economics Extension at Kansas State, fellow graduate students, and friends who have made many contributions during the anxious phases of my graduate program.

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1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation of the country and the progress of the work during the year, and the second section deals with the specific results of the work.

2. The second part of the report deals with the specific results of the work. It is divided into three main sections: the first section deals with the results of the work in the field of research, the second section deals with the results of the work in the field of education, and the third section deals with the results of the work in the field of administration.

3. The third part of the report deals with the conclusions and recommendations. It is divided into two main sections: the first section deals with the conclusions, and the second section deals with the recommendations. The conclusions are based on the results of the work, and the recommendations are based on the conclusions.

CHAPTER 1

THE RESEARCH PROBLEM

The Problem

A basic notion underlying communication research is that human beings participate in interactive experiences within a symbolic environment. This participation tends to influence different human beings in different ways. There is an interplay of influences as an individual forms opinions, makes decisions, or engages in other behaviors. The total of these interactive experiences at any one point in time can be conceptualized as constituting the communication situation.

Within communication research, one important concept is influence. Investigation of the processes involved in the flow of ideas from source to receiver is an important task for communication researchers as they endeavor to understand the nature of influence. One of the key questions underlying the present investigation is: "Is influence as encountered via information-seeking specialized according to issues?"

Two assumptions are basic to the present research:

1. Interaction may involve influences from a source by way of both interpersonal and mediated communication channels.
2. All interactions are motivated and inhibited by pre-disposing factors unique to the individual receiver.

The communication situation, within the framework of the present research, involves the PERSON subject to INFLUENCE by advice, ideas or information which is relative to an ISSUE, via interpersonal or mediated CHANNELS in making a DECISION. This basic model suggests an interplay of influences from several sources on a single issue. It acknowledges the inadequacy of looking at either mediated or interpersonal channels of influence separately. It points up the necessity of analyzing patterns of exposure to source of influence when seeking to explain an individual's channel selection on a particular issue.

The present model encompasses the elements of a basic communication model developed by Berlo,¹ the S-M-C-R model. His model treats source, message, channel and receiver as separate units of analysis. Berlo's more general model does not specifically account for multiple types of each element, for a time dimension, or the interaction process among his model's elements.

The concept of a channel of influence is central to the model presented here. For the purposes of the present research, communication channel will be defined as a vehicle for the flow of influence which emanates from interpersonal or mediated sources and has an effect on some decision made by an individual.² The individual in this study is called the "information-seeker", and is further designated as an opinion leader or as a non-opinion leader.

¹D. K. Berlo, The Process of Communication, New York: Holt, Rinehart, and Winston, Inc., 1960, p. 72.

²Talcott Parsons, "On the Concept of Influence;" Public Opinion Quarterly, Vol. 27, Spring, 1963, pp. 37-92. This reference includes comments by James Coleman and Raymond Bauer and a rejoinder by Parsons. According to Parsons: "Influence is a way of having an effect on the attitudes and opinions of others through intentional (though not necessarily rational) action -- the effect may or may not be to change the opinion or to prevent a change."

Although a generalized concept of influence is central to this type of research, only the channel of influence is a research variable in the present study. The use of channel implies the existence of a source and, within the present context, can be regarded as synonymous with source, in that the two cannot usually be distinguished empirically. The information seeker is connected to the issue by a series of interactions via the channels. Initial contact with the issue creates an awareness at time 1 and sets the interaction process in motion.

The influence process takes place within a social context where a broad range of social interaction may occur. Through interacting with mediated or interpersonal sources, an individual becomes aware of an issue. Once aware, it is probable that an individual, in time, will be confronted with the necessity of making a decision. Decision-making suggests a dynamic, rather than a static, state. The decision-making process involves a sequence of behavioral events, i.e., interactions of person with channels, and change of relationships and conditions throughout the sequence of events. The process is characterized by a search for information, ideas, or advice, instrumental in making the decision.

When using such a model for analysis, the researcher can detect the patterns of interaction and describe them. The explanation of the patterns and why they evolved, however, must rest on further analysis of the predispositions of the person involved and the dimensions of the issue in question.

Any person will be limited as to the range of possible decision alternatives by such factors as:

1. The realm of possible decision alternatives;
2. The alternatives that he actually perceives;
3. His own predispositions;
4. The limitations of his socio-cultural environment (assuming that the environment is not one of normlessness);
5. The availability of channel sources; and
6. Immediate limitations, e.g., resources of time, energy, ability, money.

Parsons³ stated that influence does not occur within a closed system. It is a means of persuasion which brings about a decision to act. He draws an analogy between money and influence, regarding both as a "circulation medium," both as symbols. Parsons viewed influence as a symbolic medium of persuasion, detected by recognition of some symbolic act or component of action on the part of an actor which communicates a generalized basis of which trust, in more specific intentions, is requested and expected.

The basic model just described fits Bauer's⁴ criterion of a transactional model, one in which feedback is viewed as an invitation to "make another offer." Feedback in the model is conceptualized as information-seeking. Information-seeking is the initiation of contact by a person with one or more communication channels carrying information about an issue.⁵

³Ibid.

⁴Information-seeking is further defined in Chapter II.

⁵Ibid.

To conclude, influence as a medium implies an intentional channel of communication involving a positive sanction and some mode of persuasion.⁶ This would suggest that there is an issue of concern to the information-seeker. The term "issue" implies the existence of a topic with pro and con alternatives on which individuals would be likely to have a position. When the position is taken, a decision has been made.

Objectives

This research is designed to examine exposure to mediated and interpersonal communication sources for different types of issues. It is further intended to determine the relationship of this exposure to opinion leadership, sense of powerlessness, interest and gregariousness.

The objectives are the following:

1. To examine the relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to the extent of information-seeking.
2. To examine the relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to the degree of interpersonalness in information-seeking.
3. To determine whether the relationships between the four variables and (1) the extent of information-seeking, and (2) the degree of interpersonalness, hold true for different issues.

⁶Ibid.

Rationale

The study of personal influence over the past 20 years has consistently produced evidence of the importance of face-to-face interaction in opinion formation and decision-making in relation to mediated sources of information. In many investigations of the two-step flow hypothesis, the interrelationships of personal influence and mass communication have been the central focus.⁷

The research on personal influence is the main source of interest and inspiration for the present research. Previous research has generally looked into one issue at a time or one type of communication channel at a time and has compared various aspects of information-seeking behavior.

Katz and Lazarsfeld⁸ did compare communication behavior on more than one issue and type of channel, but their research context was limiting. They studied a population of women in a semi-metropolitan setting. Their work has been the basis for much later research.

The present research was designed to counter the limitations of previous studies by looking at information-seeking in a broader context, from both mediated and interpersonal sources in a general population sample and for two issues. The research investigates

⁷ Joseph T. Klapper, The Effects of Mass Communication, Glencoe, Illinois: The Free Press, 1960.

⁸ E. Katz and P. F. Lazarsfeld, Personal Influence: The Part Played by People in the Flow of Mass Communication, Glencoe, Illinois: The Free Press, 1955. Their findings are referred to throughout the present research.

theoretic interests about the concept of personal influence by using an information-seeking measure to index probable effects of contacts with interpersonal and personal channels.

Information-seeking, as a dependent variable, is uniquely operationalized in the present research. Three measures which allow comparison of information-seeking from mediated and interpersonal sources, are used.⁹ In addition, a comparison between two contrasting issues, one of which a public affairs and the other a social issue, is made.

The information-seeking measures permit an examination of frequency of information-seeking contacts, detection of the number of different channels sought, and a determination of the degree of interpersonalness in information-seeking contacts. This latter measure is a unique contribution of the present research.

The combination of independent variables in this study has not been previously applied in a research study. Although issue interest, opinion leadership and gregariousness were used in the classic Katz and Lazarsfeld study of personal influence, the measures of these variables in the present research are more refined.¹⁰ Previous reported research has not used sense of powerlessness as an independent variable to predict the nature of information-seeking.

⁹These measures are fully explained in Chapter III.

¹⁰Ibid.

Implications

The strategy of influence is important to persuasive communication, and the concept of influence is fundamental to an analysis of information-seeking activity. In examining the nature of an individual's search for information on different types of issues, one can better compare ways in which channels of influence are specialized for different types of issues. In turn, this provides guidelines for selection of channels to be used for introducing messages into a communication network. As empirical evidence is gathered on patterns of information-seeking and the effect of related variables, understanding of the nature of the influence process increases.

The general theme of alienation in contemporary life, is a significant one. Further insights into this concept (particularly one dimension, sense of powerlessness) gained by examining it within a communication framework should add new knowledge about this variable and its behavioral referents.

Further investigation of the interplay between mediated and interpersonal communication sources adds a new dimension to the literature on the two-step flow of communication. Data from the present study provides an indication of the relationships between opinion leadership and powerlessness, a relationship not previously investigated.

Information-seeking behavior, as measured in this study, can be used as a basis for comparing communication behavior of different types of persons relative to different issues. These

findings should provide a basis for establishing additional important guidelines for analyzing communication networks and flow of information.

CHAPTER 1:

CONCEPTUAL FRAMEWORK

Information-Seeking

Early communication research centered around the theme that mass media "did something" to people. The media were felt to be all-powerful, and people presumably were helpless in their control of effects, once exposed. It now seems clear that the media are not all-powerful in bringing about attitudinal changes. The question which researchers now pose is: "What do people do to the media?" Concern has shifted to the "person" variables which enter into the flow of communication and to the dynamics of the presentation which takes place.

Given the present position, that people control the use of mediated and interpersonal communication and that qualifications are unique to the individual, researchers would look at the variables which account for individual differences in information-seeking. The investigation of receiving of and responding to reports as predispositions in information-seeking has little history. There is a standard core of data which is usually included in most studies, such as age, sex, socio-economic status, ethnic background, and stage in the life cycle. Little attention is given to socio-psychological

¹Juan Diaz Bordenave, *The News: For Informational Information Among Farmers of the Brazilian Northeast*, A Thesis, Michigan State University, 1966.

CHAPTER II

CONCEPTUAL FRAMEWORK

Information-Seeking

Early communication research centered around the theme that mass media "did something" to people. The media were felt to be all-powerful, and people presumably were helpless in their control of effects, once exposed. It now seems clear that the media are not all-powerful in bringing about attitudinal changes. The question which researchers now pose is: "What do people do to the media?" Concern has shifted to the "person" variables which enter into the flow of communication and to the dynamics of the transaction which takes place.

Given the present position, that people control the use of mediated and interpersonal communications and that gratifications are unique to the individual, researchers should look at the variables which account for individual differences in information-seeking. The investigation of sociological and psychological factors as predispositions to information-seeking has been limited. There is a standard core of demographic variables included in most studies, such as age, sex, socio-economic status, ethnic background, and stage in the life cycle. Diaz¹ examined several socio-psychological

¹Juan Diaz Bordenave, The Search for Instrumental Information Among Farmers of the Brazilian Northeast, A Thesis, Michigan State University, 1966.

variables related to the search for instrumental information among farmers of the Brazilian Northeast. Numerous diffusion studies, Rogers² reported, have examined differences in information-seeking behavior on the part of opinion leaders and non-opinion leaders. The classic Katz and Lazarsfeld³ study of personal influence included gregariousness and interest as two important predisposing factors in the prediction of information-seeking behavior.

Troldahl⁴ operationalized information-seeking as a response to crisis messages which would induce persons actively to search out information from a Civil Defense agency. Dias⁵ defined information-seeking similarly, as a search for instrumental information needed in decision-making to improve some aspect of the farming operation or to improve present knowledge. For the purposes of the present research, information-seeking is defined as the degree to which a receiver utilizes mediated and interpersonal communication channels to obtain ideas, advice, or information about a specific issue.

Interpersonalness, though a popular term used in talking about communication behavior, is not clearly defined by investigators whose works have bearing on this research. Researchers tend to

²E. M. Rogers, Diffusion of Innovations, New York: The Free Press of Glencoe, 1962.

³E. Katz and P. F. Lazarsfeld, Personal Influence: The Part Played by People in the Flow of Mass Communication, Glencoe, Illinois: The Free Press, 1955.

⁴V. C. Troldahl, R. Van Dam and G. B. Robeck, Information Seeking During a National Crisis, Department of Communication Research Report, East Lansing: Michigan State University, July, 1964.

⁵Op. cit.

dichotomize interpersonal information sources and mediated information sources. There was no evidence found to indicate that information-seeking has been analyzed in terms of a ratio between interpersonal and mediated sources. Degree of interpersonalness is defined as the ratio or relationship of an individual's use of interpersonal communication channels to use of mediated communication channels.

The present research focuses on four independent variables as predisposing factors in information-seeking behavior: opinion leadership, sense of powerlessness, issue interest, and gregariousness. Eight general hypotheses provide the central focus for the investigation.

Opinion Leadership

First, it is hypothesized that:

GH 1: The extent of information-seeking is positively related to self-designated opinion leadership.

GH 2: The degree of interpersonalness in information-seeking is negatively related to opinion leadership.

As a matter of background, it is appropriate to look at some empirical investigations of the "two-step flow" hypothesis, which was stated as: "Influences stemming from the mass media first reach 'opinion leaders' who in turn, pass on what they read and hear to those of their everyday associates for whom they are influential."⁶ Findings from the voting analysis, The People's Choice, led to the original hypothesis.⁷

⁶E. Katz, "The Two-Step Flow of Communication: An Up-to-Date Report on an Hypothesis," Public Opinion Quarterly, Vol. 21, Spring, 1957, p. 61-78.

⁷P. F. Lazarsfeld, B. Barelson, H. Gaudet, The People's Choice, New York: Columbia University Press, 1948. Specifically the findings were: (1) personal contacts appeared to be both more frequent and more effective than mass media in influencing voting decision; (2) opinion leaders at every level of society were very much like the persons they influenced; and (3) opinion leaders were found to be considerably more exposed to mass media than the remainder of the population.

Rogers⁸ pointed out that research evidence suggests a multi-step flow where opinion leaders influence other opinion leaders, who in turn influence their followers. The distinction of leaders and non-leaders is necessary to any application of the two-step flow idea, as is the differentiation of both interpersonal and mediated sources of influence.

Troldahl⁹ reconceptualized the two-step flow hypothesis by including a balance theory notion. His viewpoint implied that the second step of the two-step flow would be initiated only by those persons whose predispositions were in conflict with media messages to which they were exposed.

Schulman¹⁰ also reformulated the statement of the two-step flow hypothesis using balance theory. He purported to correct two conceptual problems, first by specifying the conditions under which opinion leaders link the unexposed (or non-opinion leaders) to the mass media, and second by including analysis of the content of the interpersonal communication flow.

Since the Decatur study, communication researchers have tended to focus the attention of their investigations on a single type of subject matter (i.e., an issue relative to a certain type of source). The part played by opinion leaders has been widely

⁸Op. cit.

⁹V. C. Troldahl, A Field Experimental Test of a Modified 'Two-step Flow of Communication' Model, Paper presented to the Association of Educators in Journalism, Lincoln, Nebraska, August, 1963. This, incidentally, was just one aspect of his reconceptualization.

¹⁰G. I. Schulman, The Two-Step Flow Hypothesis of Mass Communication: A Reformulation Using Cognitive Dissonance Theory, A Thesis, Stanford University, 1965.

investigated.¹¹ Opinion leaders have been referred to in other research as key communicators, influentials, informal leaders, or gate-keepers. It is noted that investigation of mass media influence claims a large share of the communication literature. There is a scarcity of research where the information-seeking behavior of the same group of individuals is compared on different types of issues.¹² Much of the research inspired by the Decatur study of personal influence has pursued information-seeking activities relative to public affairs issues and technological innovations.

One of the important findings of the Katz and Lazarsfeld¹³ study of personal influence was that interest and opinion leadership differed from issue to issue. The fact that one person emerged as an opinion leader on one issue, they assumed, had no bearing on the likelihood that the same person would be a leader on another issue. They reported little evidence of generalized leadership on all issues. However, it is the opinion of Marcus and Bauer¹⁴ that the question of whether there is generalized opinion leadership from issue to issue is open to question and not yet fully answered.

Their recalculation of the Katz and Lazarsfeld data on two and three-area opinion leadership shows different results than originally reported. They point out that their recalculation shows a

¹¹Researchers such as R. Merton, H. Lionberger, E. Wilkening, G. Beal, E. Rogers, E. Katz, and P. Lazarsfeld, to name a few.

¹²The Decatur study investigated communication networks of a sample of women in the community on four issues: fashion, marketing, public affairs and movies.

¹³Op. cit., p. 332-334.

¹⁴A. S. Marcus and R. A. Bauer, "Yes: There are Generalized Opinion Leaders," Public Opinion Quarterly, Vol. 28, Summer, 1964, pp. 628-632.

small, but consistent, occurrence of leadership in any two areas that is greater than that which would be expected to occur by chance. According to these researchers, it is of theoretical importance to know the relationship of being a leader in one area or in several areas, since it does bear on an additional characteristic of opinion leadership. It is of practical importance to know the probability of recurrence of opinion leadership in additional areas once such a person has been identified. The question seems worthy of further investigation.

Opinion leaders, as pointed out by Rogers¹⁵, are those individuals from whom others seek advice and information. Merton¹⁶ characterizes the opinion leader as one individual in a face-to-face exchange between two individuals in a social system. The opinion leader exerts influence upon the other individual which results in a change of behavior. For the purposes of this research, an opinion leader is defined as a person who himself indicates that he influences the opinions and behaviors of other individuals through personal contact. At times an opinion leader will be referred to as an influential.

Sense of Powerlessness

Another predisposing factor germane to the explanation of information-seeking behavior is a person's sense of power over the various issues that affect the circumstances of his life. It seems logical to assume that individuals will vary in their feelings of

¹⁵Op. cit., p. 208

¹⁶R. K. Merton, Social Theory and Social Structure, Glencoe, Illinois: The Free Press, 1957, 387-420.

power or the feeling that their behavior affects outcomes of events. This is particularly relevant to the whole information-seeking process. Without a sense of mastery and the belief that his action makes a difference, a person would not actively seek information and utilize it in reaching decisions relevant to the issues. It also seems logical that individuals feel more powerless about some issues than others. When a sense of powerlessness does exist, it would follow that the person might altogether avoid any contact with that issue. This is highly relevant to the explanation of communication behavior and needs to be further explored to determine its theoretic significance to a communication point of view.

Therefore, it is hypothesized that:

GH 3: The extent of information-seeking is negatively related to a sense of powerlessness.

GH 4: The degree of interpersonalness of information-seeking is negatively related to a sense of powerlessness.

Sense of powerlessness is one dimension of alienation as explicated by Seeman.¹⁷ His definition of alienation as a sense of powerlessness is: "The expectancy of probability held by the individual that his own behavior cannot determine the outcomes or reinforcements he seeks." The individual feels a separation from effective control over his own destiny, a helplessness or sense of

¹⁷M. Seeman, "On The Meaning of Alienation," American Sociological Review, Vol. 24, December, 1959, pp. 783-791. He postulated five key components of alienation: powerlessness, meaninglessness, normlessness, isolation and self-estrangement. His analysis operationalized components in terms of social learning of "expectancy" and "reward value."

being used for purposes other than his own. In the present research Seeman's conceptualization of sense of powerlessness is adopted for use.

A basic belief that fate or luck determines outcomes has been discussed by social scientists for a long time. Veblen¹⁸ felt such a belief was characteristic of an inefficient society. Though he was not concerned with the discussion of individuals in his Theory of the Leisure Class, he suggested that belief in fate or luck was linked with low production and general passivity.

Fatalism has over time received considerable attention by anthropologists in studies of peasant societies. Niehoff¹⁹ defined fatalism as a belief that man's destiny is partially influenced by external forces which are largely unknown and are partially or entirely beyond his control. Fateful causation, he says, appears to have two facets, one stemming from the supernatural order and other merely an unknown force which affects men.

The concept of alienation, according to Rotter, Seeman and Liverant²⁰, provides a natural bond between sociological and psychological interests. Evidence of the bond is that the idea of alienation and the idea of internal-external control are concerned with antecedents and consequences of the individuals' sense of powerlessness. These researchers point out that there appear to

¹⁸T. Veblen, The Theory of the Leisure Class, New York: MacMillan, 1899; and Modern Library Edition, 1934.

¹⁹A. Niehoff, "Discussion: Fatalism in Asia," Anthropological Quarterly, Vol. 39, No. 3, July, 1966, pp. 244-253.

²⁰S. Rotter, M. Seeman, and S. Liverant, "Internal vs. External Control of Reinforcements: A Major Variable in Behavior Theory," Decisions, Values and Groups, Vol. 2, ed. N. F. Washburne, Pergamon Press, New York, 1962.

be implications regarding some broad characteristics of persons who are high or low on a belief dimension or continuum of internal vs. external control.

For example, at one end of the continuum would be an individual who believes strongly in external control. He is relatively passive in his attempt to change himself or his environment. He feels the world is overwhelmingly complex and that he has very little power to control its effects on his life. Such an individual would feel helpless and would not actively seek to better either himself or his position. As an information seeker, he would attend to a few interpersonal or mediated information channels and would not contact the ones he did attend to often.

At the opposite end of the continuum is an individual who believes strongly in internal control. He believes that his environment and the world about him can be controlled. He is active in his search for information to enable himself to adapt to his environment. He seeks information from all possible interpersonal and mediated information channels and makes frequent contacts with those available. These persons would generally tend to be opinion leaders, and perhaps innovators.

Toward the middle of the continuum falls the individual who believes the world is somewhat controllable. Although control is limited, he feels he can gain greater understanding of it and increase his own satisfaction. He has some feeling of adequacy and confidence. His information-seeking would tend to favor a few channels where he has learned to trust the information received.

If it can be assumed that one motivating factor underlying information-seeking is to become knowledgeable and develop greater internal control, alienation is an important predispositional factor. Seeman and Evans²¹ found that individuals who differed in degree of alienation likewise differed in the amount of objective knowledge they acquired about their life situation. High alienation accompanied limited knowledge. In an important sense, knowledge-acquisition (i.e., information-seeking) was irrelevant when persons believed that fate, luck, chance, or external forces, rather than their own behavior, controlled the fall of events. These researchers found a correlation of $-.31$ between knowledge and sense of powerlessness, significantly different from zero at the one percent level.²² Individuals who are "luck" oriented or "fate" oriented tended to be passive and were less likely to seek information. If an individual sought information, it was likely that he believed he had the power to control events through acquiring knowledge.

Only one dimension of alienation, powerlessness, is analyzed in the present research. It has not been investigated in this manner in previous communication studies. In one study, Carter and Clarke²³ reported using measures of anomie, which is regarded by

²¹M. Seeman, and J. W. Evans, "Alienation and Learning in a Hospital Setting," American Sociological Review, Vol. 27, December, 1962, p. 773-781.

²²Ibid., p. 778.

²³R. E. Carter and P. Clarke, "Opinion Leadership Among Educational TV Viewers," American Sociological Review, Vol. 27, 6, pp. 792-799.

Seeman as the normlessness dimension of alienation.²⁴ However, they did not relate it to information-seeking. Alienation as a variable has been of major concern in voting studies,²⁵ but generally of much less importance in communication research.

For the purposes of this research, sense of powerlessness is defined as a feeling of lack of control over the outcome of public or social issues and a low expectancy that one's own behavior can alter them.

Issue Interest

It is hypothesized that:

GH 5: The extent of information-seeking is positively related to degree of issue interest.

GH 6: The degree of interpersonalness of information-seeking is positively related to degree of issue interest.

Interest was one predisposing factor to information-seeking investigated by Katz and Lazarsfeld.²⁶ Interest can be regarded as synonymous with salience for the purposes of this research. The interest factor proposed here is one of a generalized nature. It is related to importance of the issue to the individual, some evidence

²⁴The scale most used was developed by Srole. See L. Srole, "Social Integration and Certain Corollaries," American Sociological Review, Vol. 21, December, 1956, pp. 709-716; and R. E. Carter and P. Clarke, "Leadership Among Educational Television Viewers," American Sociological Review, Vol. 27, December, 1962, pp. 792-799.

²⁵M. B. Levin, The Alienated Voter: Politics in Boston, New York: Holt-Rinehart and Winston, 1960; and M. B. Levin and M. Eden, "Political Strategy of the Alienated Voter," Public Opinion Quarterly, Vol. 26, Spring, 1962, pp. 47-63.

²⁶op. cit., pp. 325-327.

of change indicating the presence of decision-making activity on the part of the individual, and the performance of some behavioral act resulting from a decision which has been made. It might also be regarded as an indicator of receptivity to information relevant to the issue of interest.

Interest is defined for this study, as a psychological involvement of the individual with the issue which facilitates awareness and action. This implies that an individual attends to certain stimuli in his environment and relates his information-seeking behavior to the stimuli he perceives.

Gregariousness
The fact that all communication takes place within a social context poses a strong argument for consideration of the social contacts of persons in any information-seeking study. Therefore, it is hypothesized that:

GH 7: The extent of information-seeking is positively related to degree of gregariousness.

GH 8: The degree of interpersonalness of information-seeking is positively related to degree of gregariousness.

Gregariousness is defined as the extent of an individual's formal and informal social contacts with other people. Researchers using the concept have indexed it in various ways. Katz and Lazarsfeld²⁷ found gregariousness to be significantly related to

²⁷Op. cit. pp. 226-233, 242-244, 259-269, 287-289, and 299-302.

personal influence. They measured gregariousness, using two indicators, the number of friends an individual had and the number of organizations to which he belonged and used a self-designating opinion leadership measure. A complete discussion of how they measured these two variables is in Chapter 3.

The Nature of the Control Variables

There are certain variables which communication research has established as likely to have effect on the present hypotheses. The effect of these variables should be controlled or removed. In the present study these control variables are age, sex, marital status and number of children (family life cycle), education, socio-economic status, and community size. These are expected to be related to information-seeking, but are not of theoretic interest in the present analysis.

Issue Differences

There is strong evidence that information-seeking activity is different for different issues. A large portion of previous research has dealt with public affairs issues. Discussion of political activity is obviously different from movie-going activity, as has been illustrated by Katz and Lazarsfeld.²⁸

Two contrasting issues are selected for the present study:

- (1) job opportunities for women, and (2) broadening the state (Nebraska) tax base. It is assumed that these two issues will reveal different

²⁸Op. cit., p. 334.

modes of communication behavior. The activities and opportunities for women in the labor force is regarded as a salient and timely social issue, and the tax base problem as a salient and timely public affairs issue. At the same time these are two quite different issues for a population of adults in Nebraska.

The nature of the issues chosen for the study are classified as a social issue and a public affairs issue.²⁹ The social issue focuses on a controversial aspect of the role of women, e.g., the working wife and mother. The public affairs issue focuses on a controversy in state government. Since the data were gathered during the 1965 state legislative season, it seemed logical to select an issue which was a subject of debate during this period.

Prior to the pilot study for the present research, a third, personal, issue was included. The topic of fashion was chosen to provide a partial replication of the Katz-Lazarsfeld study of personal influence. Due to several problems which appeared during the pilot study, the issue was dropped. The Katz-Lazarsfeld study sampled only women, and although fashion questions were modified for use with men as well in the present inquiry, the interviewers found the men

²⁹Public affairs issues are those which relate to matters controlled by decision-makers in government. In some instances these may come to vote of the people. This would be the individual's ultimate control over public affairs issues. In other instances an individual might influence officials who would be deciding the outcome of the issue.

Social issues are those which relate to matters controlled by the individual within their immediate environment. They may be related to broader trends in society but the individual has decision-making power in the outcome of the issue.

generally reluctant to give answers. Their reaction was one of general refusal to talk about clothing and fashion.

There was evidence of embarrassment on the part of both men and women respondents. The topic seemed to be clouded by several factors: (1) their general reaction was that they could not afford to buy clothes (average income level in Nebraska is less than \$3,000 per year), (2) they felt that one should not worry about what one wears, and (3) their feelings were linked to overweight problems and other physical shortcomings. In short, the issue seemed confounded by other variables for the present respondents.

The issues of job opportunities for women and a broadened tax base seemed adequate in the pilot study, and so were selected for the main data-gathering.

According to the President's Report on the Status of Women,³⁰ more than 75 per cent of the American women are currently employed outside the home, for some extended period in their lifetime. But there remain prevalent attitudes that they should not be pursuing these employment roles. This is the basis of the social issue, which is an opinionated topic of conversation in many social settings.

Though the trend in society is toward a larger percentage of employment of working women, it is not congruent with the middle class value of "a woman's place is in the home." Neither social tradition nor social institutions have changed with the trend. Women find themselves on both sides of the fence, both defending their right to define the contemporary role, and clinging to the traditional role.

³⁰E. Peterson, President's Report on the Status of Women, Washington D. C.: Department of Labor, 1964.

Based on the accounts of the 1963 Nebraska legislative session from state senators, there seemed to be agreement that the issue of a broadened tax base would be one of extreme controversy and lengthy discussion during the 1965 legislative session. Senators agreed that some decisions would have to be made, and that there would likely be a high degree of communication between legislators and their constituents regarding the issue.

In short, it seemed evident that there would be opportunity for exposure to these two issues via interpersonal and mediated communication channels at the time the data were collected for the present research.

The reasons for selecting two different types of issues to be researched are substantiated by the position taken by Schulman³¹, in his reformulation of the two-step flow hypothesis, that the communication context should be more clearly specified. Comparison of information-seeking in two different issue contexts should reveal interesting and important contrasts and should determine whether the relationships of the variables hold true for different issues.

³¹Op. cit., p. 1.

The official population count of Nebraska in April, 1960, was 1,411,336.² The projected population estimate at the time data for the

¹Annual Report of the Nebraska Department of Agriculture and Inspection, Lincoln, Nebraska: Nebraska Department of Agriculture and Inspection, 1963-64.

²U. S. Bureau of the Census, Census of the United States: 1960 Population.

present research were gathered (1945) was 1,301,000. During the period from 1950-1960, there was an increase in the State's population of 6.3 per cent. The 1960 Census indicated that 54.3 per cent of the population was then urban and 45.7 was rural. Urban population increased by 144,148.

CHAPTER III

METHODOLOGY

This chapter describes the social environment in which the research was conducted and the characteristics of the sample population. The methodological procedures used in instrument-development, data-collection, hypothesis-testing and analysis, are presented. The technological advances in Nebraska As A Community have enabled In examining the nature of an individual's search for information on different types of issues, it is important to look at the environment within which the search takes place.

Nebraska is celebrating its centennial year in 1967. Though this century-old state is currently and historically an agrarian state, employment has been gradually shifting from agriculture to industry. A substantial portion of the industry, as would be expected, is agriculture. There are 82,000 farmers and ranchers in the state, operating over 48 million acres of agricultural land. The average farm size in 1965 was 590 acres, over 70 per cent larger than it was 30 years ago when there was a peak number of 135,000 farms.¹

The official population count of Nebraska in April, 1960, was 1,411,330.² The projected population estimate at the time data for the

the population shifts are

¹Annual Report of the Nebraska Department of Agriculture and Inspection, Lincoln, Nebraska: Nebraska Department of Agriculture and Inspection, 1963-64.

²U. S. Bureau of the Census, Census of the United States: 1960 Population.

present research were gathered (1965) was 1,503,000. During the period from 1950-1960, there was an increase in the State's population of 6.5 per cent. The 1960 Census revealed that 54.3 per cent of the population was then urban and 45.7 was rural. Urban population increased by 144,148 and rural population declined by 58,328, the net increase being 85,820 persons.

The recent shifts of population from rural to urban have been influenced by several aspects of social and technological change. The technological advances in farming methods and mechanization have enabled fewer persons to produce more food and fiber. Increasing amounts of goods and services are being provided in growing industrial cities. People are moving to more densely populated areas to take advantage of the job opportunities there. Nebraska's manufacturing industries have undergone great expansion in recent years, from 1954 to 1963, adding value representing an increase of 88.5 per cent.³ As a result members of families may be living in parts of the state far removed from each other. Increased mobility facilitates frequent job shifts.

In a state like Nebraska, this ultimately results in fewer people in rural and small town areas who are customers for small town business. The growing suburban areas become a more likely area for successful small business and industry to operate. Coupled with the population shifts are increasing numbers of children and longer life expectancy.

³U. S. Bureau of the Census, Census of Manufacturers: 1954, 1963, Department of Commerce.

Figure 1 compares the distribution of population within Nebraska by community, as indicated by the U. S. Census of 1930 and 1960.⁴ In 1960, there were 540 incorporated places in Nebraska, 43 of these with over 2,500 population. Three out of five had a population of less than 500 people.

The foregoing discussion points out that Nebraska is fast becoming urbanized and that more than half the population is now living in urban areas (52 per cent in cities over 2,500). At the same time the decline in rural farm population is countered by an increase in rural non-farm, a group expected to have increasing influence in the social climate of the state. Non-agricultural rural residents will not only take up more space in rural areas but the movement to open country creates such problems as fire protection, school systems, local government, public utilities, and job competition to list a few.

Data Collection and Sample

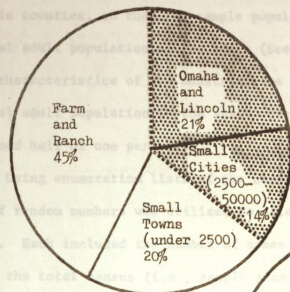
A random sample of 1,500 persons was drawn for a research project conducted in 1961 by the University of Nebraska, Office of Adult Education Research.⁵ The 1,500 adult respondents were selected by area probability techniques and constituted a representative cross-section of the total adult population of Nebraska between 21 and 69 years of age.

The 93 Nebraska counties were categorized according to the similarity of these demographic variables: sex, age, marital status,

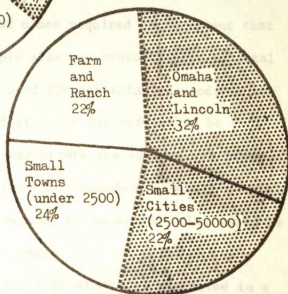
⁴Ibid., 1930 and 1960.

⁵Alan B. Knox, The Baseline Study of Adult Participation in Nebraska - A Longitudinal Study, A Report prepared by the Office of Adult Education Research, Lincoln: University of Nebraska, 1962.

1930



1960



Rural



Urban



Figure 1: Distribution of the Population of Nebraska by Community Size in 1930 and 1960

formal education, occupation, and income of the adult residents. From each resulting category of counties (in some cases one or two counties), two were selected for their similarity to each other and for their representativeness of the group of counties from which they were drawn. A proportionate number of respondents were selected from each of the resulting 21 sample counties, so that the sample population of 1,500 would represent the total adult population of the state (See Figure 2). A comparison of the characteristics of the adults in the 21 sample counties with the total adult population in the state revealed that differences did not exceed half of one per cent.

Using enumeration lists of the households in each county, a table of random numbers was utilized to select two representative samples. Each included the number of names required to represent that area in the total census (i.e., sample size was proportionate to total population). The second sample was used for replacing respondents who were overage, who had moved, who had died, or who refused to be interviewed. Three callbacks were made before the subject was replaced. A probability table was used to select the respondent from all eligible adults in the household, so that a variety of household roles would be adequately represented in the total sample.

The interview schedule for the 1961 study was pretested in a Nebraska county which included a small city. One hundred twenty-three persons were interviewed in the 1961 pilot study. The sample included a representation of city, small town, and rural dwellers, approximately proportional to the total for the state.

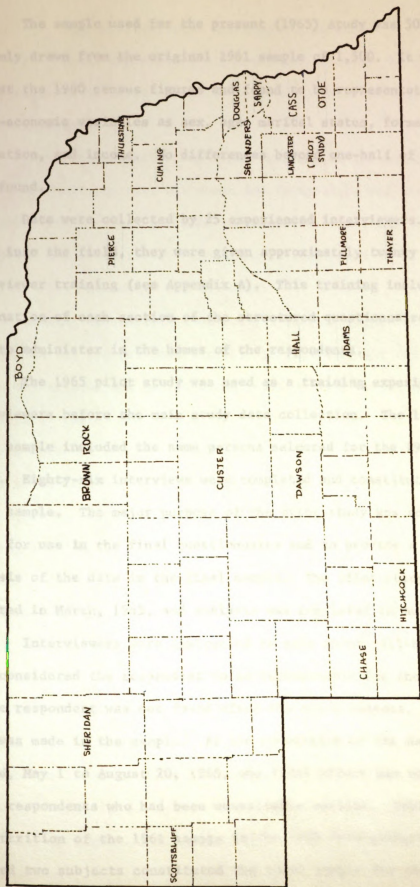


Figure 2: Sample Counties in Nebraska

The sample used for the present (1965) study was 500 persons randomly drawn from the original 1961 sample of 1,500. It was rechecked against the 1960 census figures and found to be representative on such socio-economic variables as sex, age, marital status, formal education, occupation, and income. No differences beyond one-half of one per cent were found.

Data were collected by 25 experienced interviewers. Before going into the field, they were given approximately twenty hours of interviewer training (see Appendix A). This training included complete explanation of each section of the structured questionnaire which they were to administer in the homes of the respondents.

The 1965 pilot study was used as a training experience for the interviewers before the main study data collection. The 1965 pilot study sample included the same persons selected for the 1961 pilot study. Eighty-six interviews were completed and constituted the pilot study sample. The major purpose of the pilot study was to screen items for use in the final questionnaire and to provide a basis for analysis of the data in the final sample. The pilot study data were gathered in March, 1965, and analysis was completed in April of 1965.

Interviewers were instructed to make three call-backs before they considered the respondent to be inaccessible for the interview. If the respondent was not found after the third contact, no replacement was made in the sample. At the completion of the data collection period, May 1 to August 20, 1965, one final effort was made to interview those respondents who had been unavailable earlier. Table 1 shows the attrition of the 1961 sample in the 1965 data-gathering. Four hundred two subjects constituted the total sample for the present thesis.

Characteristics of the Sample Population

The social and demographic characteristics of the population under study, relevant in terms of the present analysis of information-seeking, are shown in Table 2.

There are slightly more women than men in the sample. Fifty-one and one-half per cent are women and forty-eight and one-half per cent men. Ninety-seven per cent of these are white, and three per cent Negro and other races. The youngest respondent is 25 and the oldest is 73. Median age was 43 years.

Looking at statistics on marital status, eighty-five per cent are married and ten per cent single. In cities, eight out of ten adults are married and in towns and rural areas nine out of ten adults are married. About one in ten of city families had no children compared with one out of twenty living in towns or rural areas. Average number of children is 2.17 per family while there are 2.09 adults per household. For married adults in the total state, the average is 2.8 children per family. There are a larger proportion of older adults in rural areas who have large families. Young adults had about the same number of children regardless of where they lived.

Looking at the education levels of the sample, mean education is approximately 11.5. This would tend toward a higher education level than the general education level of the state's population. Figure 3 shows a percentage breakdown of education levels. In Nebraska the trend in the past 50 years has been toward more education. This is noticeable in urban areas where highly educated youth tend to migrate and where many jobs may require a higher level of education.

TABLE 1

Social And Demographic Characteristics
Of The Sample Population

Characteristic	Percent of Sample (N=402)
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1. race	white 97.0%
	negro 2.7
	other 0.3

TABLE 1

Attrition Of The 1961 Sample In The

1965 Data-Gathering

Reason for Dropout	Pilot Study		Main Study	
	N	%	N	%
Death	3	2.4	10	2.0
Moved out of the state	7	5.7	24	4.8
Refusal	9	7.3	44	8.8
Not located	6	4.9	15	3.0
Not available	3	2.4	5	1.0
Questionnaire not usable	9	7.3	-	-
Usable questionnaire	86	70.0	402	80.4
Total	123	100.0%	500	100.0%

6. age	15-17 years	10.0%
(x=48.58)	18-24	24.0
median = 43	25-34	24.0
	35-44	24.0
	45-54	16.0

7. education	3-8 years	10.0%
mean = 11.3	9-11 years	16.0
median = 11.0	High school grad	24.0
	12 + years/college	44.0
	1-3 years college	4.0
	College grad	4.0
	Post grad work	4.0

8. community size	large	10.0%
	Under 1,000	10.0%
	1,000-4,999	10.0%
	10,000-24,999	10.0%
	50,000 and over	10.0%

TABLE 2
Social And Demographic Characteristics
Of The Sample Population

Characteristic		Percent of Sample (N=402)
1. race	white	97.0%
	negro	2.7
	other	0.3
2. sex	male	48.5%
	female	51.5
3. marital status	married	85.0%
	single	7.7
	widowed	5.2
	separated	0.8
	divorced	1.3
4. adults at home mean = 2.09	one	6.9%
	two	79.6
	three	11.1
	four or more	2.4
5. Number of children	unknown	9.0%
	none	9.7
	one	12.4
	two	22.8
	three	19.9
	four	12.6
	five or more	14.6
6. age (X=48.68) median = 43	25-35 years	16.9%
	36-45	27.4
	46-55	23.9
	56-65	20.5
	66-75	11.4
7. education mean = 11.5 median = 11.0	0-8 years	23.6%
	9-11 years	17.4
	High School Grad.	33.3
	12 + non-college	8.4
	1-3 years college	9.9
	College Grad.	4.5
	Post Grad. Work	3.0
8. community size	farm	37.5%
	Under 2,499	20.3
	2,500-9,999	7.7
	10,000-49,999	3.2
	50,000 and over	31.0

TABLE 2
(Continued)

Characteristic		Percent of Sample (N=402)
9. years in community mean = 14.7 median = 20	0-5 years	17.2%
	6-10	15.9
	11-20	21.8
	21 plus	45.1
10. socio-economic status	Upper-Upper	.3%
	Lower-Upper	5.7
	Upper-Middle	14.6
	Middle-Middle	33.5
	Lower-Middle	34.4
	Upper-Lower	10.7
	Lower-Lower	.8
11. number of organizations mean = 2.3	not known	22.8%
	none	4.8
	one	26.8
	two	16.6
	three	13.1
	four	9.2
	five +	6.7
12. overall com- munication behavior	Read newspaper most every day	85.0%
	Watch TV most every day	78.0
	Hobby, engaged in at least monthly	73.0
	Read magazines regularly	68.0
	Listen to radio most every day	64.0
	Listen to recorded music at least weekly	32.0
	Read one or more books past year	35.0
	Read six or more books past year	18.0
	Used library, past three months	12.0

An overall ranking of the sample population was made according to a three factor index of socio-economic status based upon the individual's occupations, educational level, and residence rating. Thirty-three per cent of the population is in the middle status category while twenty per cent of the sample population is above the middle status category and 46 per cent below. Only 11 per cent in the low status category and 6 per cent above. Almost four out of ten college graduate men are in professional occupations. Less than one in ten women college graduates are in these occupations. Using the census breakdown of "professional, technical, and kindred," these occupations included accountants, chemists, clergymen, college professors, engineers, lawyers, librarians, nurses, physicians, social workers, and teachers.

Thirty-seven and one-half per cent of the respondents lived on farms and 31 per cent lived in metropolitan areas of over 50,000 people. Just over 45 per cent of them had lived over 20 years of their life in the same community and 17 per cent had lived there five years or less.

A cursory analysis of the overall communication behavior of the respondents reveals that 85 per cent read newspapers almost every day, 78 per cent watch television almost every day and 64 per cent listen to radio every day. They belong to an average of 2.3 organizations. These characteristics of overall communication behavior of the sample population are relevant background for the analysis of the theoretic interests of this research. One of the assumptions underlying the research, is that individuals would have opportunity for exposure to communications messages about the two issues upon which the research inquiry was focused.

Amount of
Education

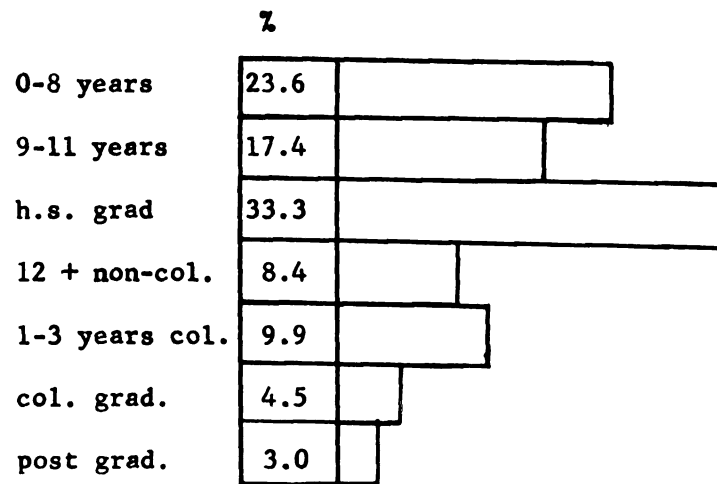


Figure 3: Percentage Breakdown of Sample by Education
(Mean education level is 11.5 years)

In the inquiry, respondents were asked to nominate one source of information they preferred about "Nebraska's state problems" and "activities of women outside the home."

As a source about state problems newspapers, television, and professionals are the top three nominated as preferred sources. The top three for information on women are newspapers, professionals, and a tie between spouse and magazines. The top three mediated sources are newspapers, television, and magazines for both issues. The top three interpersonal sources for the taxation issue are professionals, spouse, and male friends and for the women working issue, professionals, female friends, and spouse. Though preferred sources were nominated, this did not necessarily mean that the individual reported actual information-seeking from that source.

Since personal influence is of major theoretic interest the present research, a report on characteristics of the individuals who are influentials for the sample population is important. Interpersonal sources of information are then central concern for the researcher.

Not all respondents report conversations in regard to the two issues, taxation and women working. They were asked to think over their activities during the "past two weeks or so" -- people they had talked to or things they had seen or heard about the "issue of changing the state tax base from property tax to some other method of taxation" or about "the issue of women who are employed outside the home." Approximately one-fourth of the total respondents report conversations on both issues. This one-fourth is not composed of the same individuals for both issues. They tended to talk to friends most, regardless of the issues. Forty-one per cent report conversations with friends

about taxation and 47 per cent report conversations with friends about working women. A greater proportion of men are reported in regard to taxation and in regard to women working, women are more frequently reported. Conversations with relatives are about the same for both issues, roughly 35 per cent reporting conversations with relatives. Reports on length of conversation indicated that individuals tended to spend more time discussing the taxation issue than the women working issue.

Respondents were asked which persons had given them the best information or advice about the issue and then queried about the person they named. In discussing taxation, roughly one-fourth indicate that the person who had given them the best advice was a person whom they had never met before. Only one in ten are friends and one in five are non-job acquaintances. On the other hand, close friends are attributed with giving the best information on the women working issue by more than half the respondents, and nearly one-fourth indicated that best information came from a "fairly close friend." More than 15 per cent indicated that the person nominated was a co-worker. Very few indicated that non-job acquaintances or persons they had not known or seen before had given them "best" information. Ninety-two per cent of the respondents indicated that influentials for the women working issue tend to be persons well known to them, compared to only 29 per cent for the taxation issue.

Eighty-nine per cent of the influentials on the taxation issue are men, but for the women working issue 74 per cent were women. Influentials for the taxation issue tend to be older and more highly educated than influentials for the women working issue. The average

age of influentials is 51 for the taxation issue and 40 for the women working issue. The average education of influentials is 14.0 for the taxation issue and 12.9 for women working issue.

When asked how concerned their "preferred" interpersonal source was about the improvement of the state tax structure, 56 per cent of the respondents answer "very concerned" and 36 per cent answer "fairly concerned." When queried about the up-to-dateness of the persons views of problems in state government taxation were, 63 per cent answer "very concerned" and 28 per cent answer "fairly."

Similarly, when respondents were asked how concerned their "preferred" source was about the improvement of woman's role outside the home, 56 per cent answer "very concerned" and 44 per cent answer "fairly concerned." On up-to-dateness 56 per cent say the persons views are "very" up-to-date and 46 per cent say "fairly."

Instrument Development

Several variables have been shown to be theoretically linked to information-seeking behavior. These variables are presented in Table 3 with a brief statement of how each was operationalized for the purposes of the present research.

Two contrasting issues were selected for this research: taxation and women working. Throughout the research these two issues were studied as separate problems. Comparisons are made on the basis of the total sample rather than on the basis of individuals within this sample of the population. Following is a discussion of instrument development and the measures used.

TABLE 3

MEASUREMENT OF INDEPENDENT AND DEPENDENT VARIABLES*

Independent Variables	Dependent Variables	
	1. Extent of Information-Seeking	
1. Opinion Leadership*	op.1:	<u>Frequency Index:</u>
op: 7-item self-designating opinion leadership scale		<u>One point for each information-seeking contact</u>
	op.2:	<u>Channel Index: One point for each different channel sought</u>
	2. Degree of Interpersonalness in Information-Seeking	
	op.1:	<u>Interpersonalness Index: Ratio of personal to mediated channels</u>
2. Sense of Powerlessness	1.	"
op: 7-item sense of powerlessness scale	2.	"
3. Issue Interest**	1.	"
op: score based on 6 issue interest questions	2.	"
4. Gregariousness	1.	"
op: score based on 7 questions regarding friendship and organizational activities	2.	"

*The control variables are: age, family life cycle (marital status and number of children), education, level, sex, community size, and overall, socio-economic status (education level, occupational level and rating of residence).

**Calculated for each issue.

The data-gathering instrument in the 1965 study included items developed on the basis of the theoretic framework of the present research. Some measures were developed specifically for use in this research. Other measures utilized questions and scales from previous studies. Appendix B contains the complete sets of questions utilized to measure each concept.

The opinion leadership scale and sense of powerlessness scale were modified for the present research. Items were selected after analysis of the pilot study data. The index of interest and index of gregariousness were patterned after the Katz-Lazarsfeld study of personal influence.⁶ The information-seeking measures, while similar to those used in other communication studies, are handled in a unique fashion. All measures were pretested in the pilot study and modified on the basis of the results of their use in the pilot study interview schedule. Both dependent and independent variables, with the exception of gregariousness and general sense of powerlessness, were measured for each of the issues under study, women working and taxation.

The Measures

1. As previously defined, information-seeking is the degree to which a receiver utilizes mediated and interpersonal communication channels to obtain ideas, advice or information about a specific issue. Information-seeking was indexed according to the number of contacts with mediated and interpersonal channels. Three indices were used;

⁶Op. cit. Katz and Lazarsfeld.

a frequency index, a channel index, and an index of degree of interpersonalness. The frequency index allowed one point for each information-seeking contact. The channel index allowed a point for each different channel used. The degree of interpersonalness in information-seeking was a ratio of the number of interpersonal to mass media channels used.

Frequency Index: Frequency Mediated + Frequency Interpersonal

$$\text{or } F = F_m + F_i$$

Channel Index: Number of Different Mediated Channels + Number of Different Interpersonal Channels

$$\text{or } C = D_m + D_i$$

Interpersonalness Index: Number of Different Interpersonal Channels
 Number of Different Mediated Channels + Number of Different Interpersonal Channels

$$\text{or } I = \frac{D_i}{D_m + D_i} \quad (100)$$

As an example of how the index operated, a respondent's answers to the questions on the taxation issue are scored:

Q. Did you talk to anyone about this?

A. Yes.

Q. To whom did you talk?

A. My wife and my boss.

- Q. How many conversations with each? (In the past two week period)
 A. A couple of times with my boss and half a dozen times with my wife.

(score 8 points)

- Q. Have you heard any speakers who made comments about this topic?
 A. Yes

- Q. Could you tell me their names or their positions?
 A. One was some fella from the University and the other was Senator X.

(score 2 points)

- Q. Did you see or read any newspaper ads or articles?
 A. Sure...there's something in the paper almost every day.

- Q. About how many? (During the past two weeks)
 A. Oh...at least a dozen or so.

(score 6 points)

- Q. Did you see or read any magazine ads or articles?
 A. Oh...three or four, I guess.

(score 3 points)

- Q. Have you seen or read any books about this issue?
 A. No.

(score 0 points)

- Q. Have you seen any TV programs or commercials about changing Nebraska's tax structure?
 A. One, about a week ago.

(score 1 point)

- Q. Have you heard any radio programs or commercials?
 A. No.

(score 0 points)

- Q. Have you received anything directly through the mail other than newspapers or magazines?
 A. No.

(score 0 points)

Q. Have you gotten information in ways that we've not mentioned about the tax issue?

A. I don't think so.

$$\begin{array}{llll}
 & & & \text{(score 0 points)} \\
 & & & D_i \\
 \text{Scoring: } F = F_m + F_i & C = D_m + D_i & I = \frac{D_i}{D_m + D_i} & (100) \\
 F = 10 + 10 & C = 3 + 4 & I = \frac{3}{7} & (100) \\
 & & I = .44 &
 \end{array}$$

For this respondent then, the Information-Seeking Frequency score is 20, the Channel score is 7 and the Ratio of interpersonalness is .44.

2. Opinion leadership was previously defined as a person who himself indicates that he influences the opinions and behavior of other individuals through personal contact. Self-designated opinion leadership was measured by a modification of Rogers' six-item self-designation opinion leadership scale⁷ and Katz and Lazarsfeld's two-item scale.⁸ Previous research reported reliability of the two measures. The Rogers six-item opinion leadership scale yielded a split-half reliability of .703. The Katz-Lazarsfeld two-item scale yielded a split-half reliability of .486 for public affairs opinion leaders and .563 for fashion opinion leaders.

The measure in the present research added one item which did not appear in either the Rogers scale or the Katz-Lazarsfeld scale. It is:

"About how many people you know look to you for advice or opinions about"

⁷Rogers, and D. Cartano, "Methods of Measuring Opinion Leadership," Public Opinion Quarterly, Vol. 26, Fall, 1962, pp. 435-441.

⁸Op. cit. E. Katz and P. Lazarsfeld, pp. 376-377.

The combined seven item scale used in this research was validated against the Rogers and Katz-Lazarsfeld scales. Appendix C gives full information about scale analyses and validation procedures.

3. Sense of powerlessness has been defined as a feeling of lack of control over the outcome of public or social issues and a low expectancy that one's own behavior can alter them. Sense of powerlessness was indexed by using a scale of sense of powerlessness. The scale is a modification of those developed and used by Seeman and Evans⁹, Nettler¹⁰, Clark¹¹, Dean^{12,13}, Neal and Rettig¹⁴, and Purlin.¹⁵ Fifteen items were selected from these scales to be tested in the pilot study.

After analysis of the pilot study data, seven items were selected for use in the main study. Each item presents a dichotomous choice with one alternative indicating sense of powerlessness; for example:

- a. In my case, getting what I want has little or nothing to do with luck.

⁹Liverant, S., Rotter, S. and Seeman, M., Social Reaction Inventory, Research Report, Columbus, Ohio: Ohio State University.

¹⁰Nettler, Gwynn, "A Measure of Alienation", American Sociological Review, 22, December, 1957, pp. 670-677.

¹¹Clark, John P. "Measuring Alienation Within A Social System", American Sociological Review: 24, December, 1959, pp. 848-852.

¹²Dean, Dwight G., "Alienation and Political Apathy," Social Forces, Vol. 38, March, 1960, pp. 185-189.

¹³Dean, Dwight G., "Alienation: Its Meaning and Measurement," American Sociological Review, Vol. 26, October, 1961, pp. 753-758.

¹⁴Neal, Arthur G., and Rettig, Solomon, "Dimensions of Alienation Among Manual and Non-Manual Workers," American Sociological Review, Vol. 28, August, 1963, pp. 599-608.

¹⁵Purlin, Leonard I., "Alienation From Work: A Study of Nursing Personnel," American Sociological Review, Vol. 27, June, 1962, pp. 314-326.

- b. Many times, we might just as well make our decisions by flipping a coin.

In addition to the measure of general sense of powerlessness, five questions relative to each issue were asked in the pilot study to provide a specific measure of the individual's sense of powerlessness on each issue. In this way the concept of powerlessness could be examined separately for each issue as well as in general. An example of the type of questions used is:

"How much influence do you feel you have over your state Legislators if you talk to them or write to them about your feelings on taxes and spending? Very much, quite a bit, some, very little, or none at all?"

These items were also analyzed. Each item was compared with the general sense of powerlessness measure, and found to be highly correlated (.60 or higher) with it. Since the correlation was positive and fairly high, only the general measure of powerlessness was selected for use in the main research project.

4. Interest, as defined for this study, is a psychological involvement of the individual with the issue which facilitates awareness and action. Issue interest was indexed by five questions which indicate the importance of the issue to the respondent, an indication of recent decision-making activity regarding the issue, and the performance of some behavioral act connected with the issue. Items somewhat different for each issue were selected on the basis of item analysis of pilot study data. One of the questions in the measure, for example, was:

Do you feel it is very important, fairly important, slightly important, or not at all important to be up-to-date on....problems of taxation and spending which face the Nebraska unicameral legislature during the present legislative session?

5. Gregariousness has been defined as the extent of an individual's formal and informal social contacts with other people. Gregariousness was indexed by the number of organizations to which the respondent belongs, the friendships which he reports, and the contacts he has within the family. Frequencies were converted to standard scores (similar to Katz-Lazarsfeld study) items which are included in the present measure and summed to give a single gregariousness score for each individual.¹⁶

6. Life-cycle was indexed according to sex, age, marital status, and number of children. Five stages of the family life cycle were utilized: (1) young marrieds, no children, (2) married, young children, (3) married, children school aged and above, (4) married, children no longer at home, and (5) retired.

7. Sex was indexed as male or female.

8. Socio-economic status was indexed by a three factor index. This index is based upon the individual's occupational and educational level, and by the interviewer's rating of his residence. As with the gregariousness items, frequencies were converted to standard scores and summed to give a single score. The scores were then divided into seven categories from high to low socio-economic status. These ranks ranged from upper-upper to lower-lower categories.

¹⁶Op. cit., Katz and Lazarsfeld, pp. 370-372.

Additional questions were tested in the pilot study for use in the final project to provide interpretative data. One set were intended to index communication source effectiveness. In the pilot study, four questions were asked for each issue:

- 1) Of all the sources of information and advice you've mentioned, which do you consider the most helpful?
- 2) Of all the sources of information and advice you've mentioned, which do you consider the most reliable?
- 3) Which do you consider the most objective?
- 4) Which do you prefer as a source of information about...?

Analysis of the pilot study data showed the respondents tended to nominate the same source on each question. It was reformulated into one question for the main project:

"Of all the sources of information you've mentioned, which do you prefer as a source of information about....taxation or job opportunities for women?"

Control Techniques

A validity check on the opinion leadership scale and the interest scale items was made by correlating the Katz-Lazarsfeld and Rogers scales with the sets of items used in the present research. All correlations were significantly different from zero ($.098 = .05$ level of significance). See table 7 in Appendix C.

The powerlessness scale used in the present study was submitted to Guttman scalogram analysis.¹⁷ A random sample of 100 subjects was drawn from the 402 total sample population.

Pilot study items were previously analyzed by Guttman scaling and by a percentage method of item analysis (see Appendix C).

Correlational techniques were used to remove the effects of the control variables from the hypothesized relationships between dependent and independent variables. After the multiple correlation was computed, partial correlations were run controlling on specified variables. Coefficients of correlation were transformed to z values and a t-test was performed to determine significant differences between the zero order and partial correlation. Correlations were significantly different at the five per cent level if the z score difference exceeded 0.0707 for a sample of 402.

Hypothesis Testing

Zero-order and partial correlation were the major statistical methods used to test the empirical hypotheses in this study. This method allows determination of the contribution of each independent variable in explaining the dependent variable. Pearsonian product moment correlations were computed in the multiple correlation analysis.

Statement of General and Empirical Hypotheses

General Hypothesis I: The extent of information-seeking is positively related to opinion leadership.

¹⁷L. Guttman, "The Cornell Technique for Scale and Intensity Analysis," Education and Psychological Measurement, Vol. 7, 1947, pp. 247-249.

Empirical Hypothesis Ia: Information-seeking frequency scores are positively related to opinion leadership scores on the taxation issue.

Empirical Hypothesis Ib: Information-seeking channel scores are positively related to opinion leadership scores on the taxation issue.

Empirical Hypothesis Ic: Information-seeking frequency scores are positively related to opinion leadership scores on the women working issue.

Empirical Hypothesis Id: Information-seeking channel scores are positively related to opinion leadership scores on the women working issue.

General Hypothesis II: The degree of interpersonalness of information-seeking is positively related to opinion leadership.

Empirical Hypothesis IIa: The ratio of interpersonal to mediated information-seeking channels is positively related to opinion leadership scores on the taxation issue.

Empirical Hypothesis IIb: The ratio of interpersonal to mediated information-seeking channels is positively related to opinion leadership scores on the women working issue.

General Hypothesis III: The extent of information-seeking is negatively related to sense of powerlessness.

Empirical Hypothesis IIIa: Information-seeking frequency scores are negatively related to sense of powerlessness scores on the taxation issue.

Empirical Hypothesis IIIb: Information-seeking channel scores are negatively related to sense of powerlessness scores on the taxation issue.

Empirical Hypothesis IIIc: Information-seeking frequency scores are negatively related to sense of powerlessness on the women working issue.

Empirical Hypothesis IIId: Information-seeking channel scores are negatively related to sense of powerlessness scores on the women working issue.

General Hypothesis IV: The degree of interpersonalness of information-seeking is negatively related to sense of powerlessness.

Empirical Hypothesis IVa: The ratio of interpersonal to mediated information-seeking channels is negatively related to sense of powerlessness scores on the taxation issue.

Empirical Hypothesis IVb: The ratio of interpersonal to mediated communication channels is negatively related to sense of powerlessness scores on the women working issue.

General Hypothesis V: The extent of information-seeking is positively related to degree of issue interest.

Empirical Hypothesis Va: Information-seeking frequency scores are positively related to issue interest scores on the taxation issue.

Empirical Hypothesis Vb: Information-seeking channel scores are positively related to issue interest scores on the taxation issue.

Empirical Hypothesis Vc: Information-seeking frequency scores are positively related to issue interest scores on the women working issue.

Empirical Hypothesis Vd: Information-seeking channel scores are positively related to issue interest scores on the women working issue.

General Hypothesis VI: The degree of interpersonalness of information-seeking is positively related to degree of issue interest.

Empirical Hypothesis VIa: The ratio of interpersonal to mediated information-seeking channels is positively related to issue interest index scores on the taxation issue.

Empirical Hypothesis VIb: The ratio of interpersonal to mediated information-seeking channels is positively related to interest index scores on the women working issue.

General Hypothesis VII: Frequency of information-seeking is positively related to degree of gregariousness.

Empirical Hypothesis VIIa: Information-seeking frequency scores are positively related to gregariousness index scores on the taxation issue.

Empirical Hypothesis VIIb: Information-seeking channel scores are positively related to gregariousness index scores on the taxation issue.

Empirical Hypothesis VIIc: Information-seeking frequency scores are positively related to gregariousness index scores on the women working issue.

Empirical Hypothesis VIId: Information-seeking channel scores are positively related to gregariousness index scores on the women working issue.

General Hypothesis VIII: The degree of interpersonalness of information-seeking is positively related to degree of gregariousness.

Empirical Hypothesis VIIIA: The ratio of interpersonal to mediated information-seeking channels is positively related to gregariousness index scores on the taxation issue.

Empirical Hypothesis VIIIB: The ratio of interpersonal to mediated information-seeking channels is positively related to gregariousness index scores on the women working issue.

CHAPTER IV

FINDINGS

General Hypothesis I

General Hypothesis I states that: The extent of information-seeking is positively related to opinion leadership.

Empirical Hypothesis Ia: Information-seeking frequency scores are positively related to opinion leadership scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between information-seeking frequency and opinion leadership is .391, which is significantly different from zero. Table 4 shows that the partial correlations between information-seeking frequency and opinion leadership, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, the frequency of information-seeking about the taxation issue is positively related to opinion leadership.

Empirical Hypothesis Ib: Information-seeking channel scores are positively related to opinion leadership scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between number of different channels and opinion leadership is .399, which is significantly different from zero. Table 4 shows that the partial correlations between number of different channels and opinion leadership, when the effect of the five control variables is removed, are

TABLE 4

Findings Regarding The Empirical Hypotheses

Empirical Hypothesis	Hypothesized Relationship (Independent and Dependent Variable)	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:			
			Life Cycle	Family	Education	Socio-Economic Status
Ia	Opinion Leadership and Frequency of Information Seeking on the Taxation Issue	+ .391*	+ .392*		+ .366*	+ .391* + .376*
Ib	Number of Different Channels Sought on the Taxation Issue	+ .399*	+ .398*		+ .375*	+ .399* + .385*
Ic	Frequency of Information Seeking on the Women Working Issue	+ .368*	+ .375*		+ .355*	+ .367* + .360*
Id	Number of Different Channels Sought on the Women Working Issue	+ .132*	+ .129*		+ .118*	+ .115* + .137* + .128*
IIa	Opinion Leadership and Ratio of Interpersonal to Mediated Channels on the Taxation Issue	+ .209*	+ .207*		+ .192*	+ .173* + .208* + .200*
IIb	Ratio of Interpersonal to Mediated Channels on the Women Working Issue	+ .311*	+ .320*		+ .305*	+ .297* + .311* + .308*

*Significantly different from zero at the five percent level

(Continued)

TABLE 4

Findings Regarding The Empirical Hypotheses

Empirical Hypothesis	Hypothesized Relationship (Independent and Dependent Variable)	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:			
			Life Cycle	Family Education	Sex	Socio-Econ. Status
IIIa	<u>Sense of Powerlessness and Frequency of Information-Seeking on the Taxation Issue</u>	-.259*	-.261*	-.186*	-.259*	-.256* -.196*
IIIb	Number of Different Channels Sought on the Taxation Issue	-.298*	-.298*	-.233*	-.298*	-.295* -.238*
IIIc	Frequency of Information-Seeking on the Women Working Issue	-.099*	-.103*	-.061	-.104*	-.097 -.060
IIId	Number of Different Channels Sought on the Women Working Issue	-.051	-.047	-.018	-.054	-.053 -.039
IVa	<u>Sense of Powerlessness and Ratio of Interpersonal to Mediated Channels on the Taxation Issue</u>	-.192*	-.191*	-.161*	-.192*	-.189* -.172*
IVb	Ratio of Interpersonal to Mediated Channels on the Women Working Issue	-.033	-.028	-.014	-.036	-.032 -.020

*Significantly different from zero at the five percent level

(Continued)

TABLE 4

Findings Regarding The Empirical Hypotheses

Hypothesized Relationship (Independent and Dependent Variable)	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:				
		Family Life Cycle	Education	Sex	Community Size	Socio-Economic Status
a						
Degree of Issue Interest and Frequency of Information- Seeking on the Taxation Issue	+ .319*	+ .318*	+ .279*	+ .298*	+ .327*	+ .272*
b						
Number of Different Channels Sought on the Taxation Issue	+ .330*	+ .327*	+ .293*	+ .312*	+ .227*	+ .284*
Vc						
Frequency of Information- Seeking on the Women Working Issue	+ .212*	+ .219*	+ .198*	+ .205*	+ .211*	+ .212*
d						
Number of Different Channels Sought on Women Working Issue	+ .063	+ .064	+ .049	+ .056	+ .064	+ .062
Via						
Degree of Issue Interest and Ratio of Interpersonal to Mediated Channels on the Taxation Issue	+ .185*	+ .180*	+ .164*	+ .159*	+ .190*	+ .167*
b						
Ratio of Interpersonal to Mediated Channels on the Women Working Issue	+ .197*	+ .221*	+ .191*	+ .191*	+ .197*	+ .196*
*Significantly different from zero at the five percent level						

*Significantly different from zero at the five percent level

(Continued)

TABLE 4

Findings Regarding The Empirical Hypotheses

Empirical Hypothesis	Hypothesized Relationship (Independent and Dependent Variable)	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:			
			Life Cycle	Education	Sex	Socio-Economic Status
VIIa	Gregariousness and Frequency of Information-Seeking on the Taxation Issue	+.165*	+.164*	+.126*	+.154*	+.186* +.114*
VIIb	Number of Different Channels Sought on the Taxation Issue	+.150*	+.144*	+.113*	+.140*	+.168* +.098*
VIIc	Frequency of Information-Seeking on the Women Working Issue	+.097	+.098*	+.077	+.114*	+.106* +.068
VIIId	Number of Different Channels Sought on the Women Working Issue	+.073	+.072	+.057	+.085	+.069 +.064
VIIIa	Gregariousness and Ratio of Interpersonal to Mediated Channels on the Taxation Issue	+.093	+.087	+.074	+.081	+.107* +.075
VIIIb	Ratio of Interpersonal to Mediated Channels on the Women Working Issue	+.082	+.069	+.073	+.094	+.087 +.074

*Significantly different from zero at the five percent level

also all significantly different from zero. Therefore, the number of channels from which information is sought about the taxation issue is positively related to opinion leadership.

Empirical Hypothesis Ic: Information-seeking frequency scores are positively related to opinion leadership scores on the women working issue.

This empirical hypothesis is confirmed. Correlation between information-seeking frequency and opinion leadership is .368, which is significantly different from zero. Table 4 shows that the partial correlations between information-seeking frequency and opinion leadership, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, the frequency of information-seeking about the women working issue is positively related to opinion leadership.

Empirical Hypothesis Id: Information-seeking channel scores are positively related to opinion leadership scores on the women working issue.

This empirical hypothesis is confirmed. Correlation between number of different channels sought and opinion leadership is .132, which is significantly different from zero. Table 4 shows that the partial correlations between number of different channels and opinion leadership, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, the number of channels from which information is sought about the women working issue is positively related to opinion leadership.

Thus, all four empirical hypotheses are confirmed. The extent of information-seeking is positively related to opinion

leadership on both the taxation issue and the women working issue so General Hypothesis I is confirmed.

General Hypothesis II

General Hypothesis II states that: The degree of interpersonal-ness of information-seeking is positively related to opinion leadership.

Empirical Hypothesis IIa: The ratio of interpersonal to mediated information-seeking channels is positively related to opinion leadership scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between the ratio of interpersonal to mediated channels and opinion leadership is .209, which is significantly different from zero. Table 4 shows that the partial correlations between ratio of interpersonal to mediated channels and opinion leadership, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, the ratio of interpersonal to mediated information-seeking channels, from which information on the taxation issue is sought, is positively related to opinion leadership.

Empirical Hypothesis IIb: The ratio of interpersonal to mediated information-seeking channels is positively related to opinion leadership scores on the women working issue.

This empirical hypothesis was confirmed. Correlation between the ratio of interpersonal to mediated channels and opinion leadership is .311, which is significantly different from zero. Table 4 shows that the partial correlations between ratio of interpersonal to mediated channels and opinion leadership, when the effect of the five control variables is removed, are also all significantly different

from zero. Therefore, the ratio of interpersonal to mediated information channels from which information on the women working issue is positively related to opinion leadership.

Thus, both empirical hypotheses are confirmed so General Hypothesis II is confirmed. The degree of interpersonalness of information-seeking is positively related to opinion leadership on both the taxation issue and women working issue.

General Hypothesis III

General Hypothesis III states that: The extent of information-seeking is negatively related to sense of powerlessness.

Empirical Hypothesis IIIa: Information-seeking frequency cores are negatively related to sense of powerlessness scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between information-seeking frequency and sense of powerlessness is $-.259$, which is significantly different from zero. Table 4 shows that the partial correlations between information-seeking frequency and sense of powerlessness, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, information-seeking about the taxation issue is negatively related to sense of powerlessness.

Empirical Hypothesis IIIb: Information-seeking channel scores are negatively related to sense of powerlessness scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between number of different channels and opinion leadership is $-.298$, which is significantly different from zero. Table 4 shows that the partial correlations between number of different channels and sense of powerlessness, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, the number of channels from which information on the taxation is sought is negative related to sense of powerlessness.

Empirical Hypothesis IIIc: Information-seeking frequency scores are negatively related to sense of powerlessness on the women working issue.

This empirical hypothesis is confirmed. Correlation between information-seeking frequency and sense of powerlessness is $-.099$, which is significantly different from zero. Table 4 shows that three out of five partial correlations between information-seeking frequency and sense of powerlessness are significantly different from zero, when the effect of the five control variables is removed. Therefore, frequency of information-seeking about the women working issue is negatively related to sense of powerlessness.

Empirical Hypothesis IIIId: Information-seeking channel scores are negatively related to sense of powerlessness scores on the women working issue.

This empirical hypothesis is not confirmed. Correlation between number of different channels and sense of powerlessness is $-.051$, which is not significantly different from zero. As is shown in Table 4, none of the partial correlations between number of

different channels and sense of powerlessness are significantly different from zero, when the effect of the five control variables is removed. Therefore, for the women working issue the number of channels from which information is sought is not negatively related to sense of powerlessness.

Thus, since three out of four of the empirical hypotheses are confirmed so General Hypothesis III is confirmed. It can be said that the extent of information-seeking is negatively related to sense of powerlessness on the taxation issue and on the women working issue.

General Hypothesis IV

General Hypothesis IV states that: The degree of interpersonalness of information-seeking is negatively related to sense of powerlessness.

Empirical Hypothesis IVa: The ratio of interpersonal to mediated information-seeking channels is negatively related to sense of powerlessness scores on the taxation issue.

This empirical hypothesis is confirmed. Correlations between ratio of interpersonal to mediated information-seeking channels and sense of powerlessness is $-.192$, which is significantly different from zero. Table 4 shows that the partial correlations between ratio of interpersonal to mediated communication channels and sense of powerlessness, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, the ratio of interpersonal to mediated information-seeking channels is negatively related to sense of powerlessness on the women working issue.

Empirical Hypothesis IVb: The ratio of interpersonal to mediated communication channels is negatively related to sense of powerlessness scores on the women working issue.

This empirical hypothesis is not confirmed. Correlation between the ratio of interpersonal to mediated information-seeking channels and sense of powerlessness is $-.033$, which is not significantly different from zero. As is shown in Table 4, when the effects of the five control variables are removed, none of the partial correlations are significantly different from zero. Therefore, the ratio of interpersonal to mediated information-seeking channels is not negatively related to powerlessness and the women working issue.

Thus, since only one of the two empirical hypotheses are confirmed, General Hypothesis IV is not confirmed. The degree of interpersonalness of information-seeking is not negatively related to sense of powerlessness.

General Hypothesis V

General Hypothesis V states that: The extent of information-seeking is positively related to degree of issue interest.

Empirical Hypothesis Va: Information-seeking frequency scores are positively related to issue interest scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between information-seeking frequency and issue interest is $.319$, which is significantly different from zero. Table 4 shows that the partial correlations between information-seeking frequency and issue interest, when the effect of the five control variables is removed, are also all

significantly different from zero. Therefore, for the taxation issue, information-seeking frequency and issue interest are positively related.

Empirical Hypothesis Vb: Information-seeking channel scores are positively related to issue interest scores on the taxation issue.

This empirical hypothesis is confirmed. Number of different channels sought and issue interest are correlated .330, which is significantly different from zero. Table 4 shows that the partial correlations between number of different channel frequency and issue interest, when the effect of the five control variables is removed are also all significantly different from zero. Therefore, the number of channels from which information is sought about the taxation issue is positively related to issue interest.

Empirical Hypothesis Vc: Information-seeking frequency scores are positively related to issue interest scores on the women working issue.

This empirical hypothesis is confirmed. Correlation between information-seeking frequency and issue interest is .212, which is significantly different from zero. Table 4 shows that the partial correlations between information-seeking frequency and issue interest, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, for the women working issue, information-seeking frequency and issue interest are positively related.

Empirical Hypothesis Vd: Information-seeking channel scores are positively related to issue interest scores on the women working issue.

This empirical hypothesis is not confirmed. Correlation between number of different channels and degree issue interest is .063, which is not significantly different from zero. As shown in Table 4, when the effect of the five variables is removed, no partial correlation between information-seeking channel frequency and degree of issue interest is significantly different from zero. Therefore, for the women working issue, the number of channels from which information is sought is not positively related to issue interest.

Thus, three out of four empirical hypotheses are confirmed, so General Hypothesis V is confirmed. It can be said that the extent of information-seeking is positively related to degree of issue interest.

General Hypothesis VI

General Hypothesis VI states that: The degree of interpersonalness of information-seeking is positively related to degree of issue interest.

Empirical Hypothesis VIa: The ratio of interpersonal to mediated information-seeking channels is positively related to issue interest index scores on the taxation issue.

This hypothesis is confirmed. The correlation between ratio of interpersonal to mediated channels and degree of issue interest is .185, which is significantly different from zero. Table 4 shows that the partial correlations between ratio of interpersonal to mediated channels and degree of issue interest, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, for the taxation issue, the ratio of interpersonal to mediated channels is positively related to issue interest.

Empirical Hypothesis VIb: The ratio of interpersonal to mediated information-seeking channels is positively related to interest index scores on the women working issue.

This empirical hypothesis is confirmed. Correlation between ratio of interpersonal to mediated channels and degree of issue interest is .197, which is significantly different from zero. Table 4 shows that the partial correlations between ratio of interpersonal to mediated channels and degree of issue interest, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, for the women working issue, the ratio of interpersonal to mediated information-seeking channels is positively related to issue interest.

Thus both empirical hypotheses are confirmed so General Hypothesis VI is confirmed. The degree of interpersonalness of information-seeking is positively related to degree of issue interest.

General Hypothesis VII

General Hypothesis VII states that: Frequency of information-seeking is positively related to degree of gregariousness.

Empirical Hypothesis VIIa: Information-seeking frequency scores are positively related to gregariousness index scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between information-seeking frequency and gregariousness is .165, which is significantly different from zero. Table 4 shows that the partial correlations between information-seeking frequency and gregariousness, when the effect of the five control variables is removed, are also

all significantly different from zero. Therefore, for the taxation issue, frequency of information-seeking is positively related to gregariousness.

Empirical Hypothesis VIIb: Information-seeking channel scores are positively related to gregariousness index scores on the taxation issue.

This empirical hypothesis is confirmed. Correlation between number of different channels sought and gregariousness is .150, which is significantly different from zero. Table 4 shows that the partial correlations between number of different channels and gregariousness, when the effect of the five control variables is removed, are also all significantly different from zero. Therefore, for the taxation issue the number of channels from which information is sought is positively related to gregariousness.

Empirical Hypothesis VIIc: Information-seeking frequency scores are positively related to gregariousness index scores on the women working issue.

This empirical hypothesis is confirmed in part. Correlation between information-seeking frequency and gregariousness was .097, which is not significantly different from zero. However, when the effect of the five control variables is removed, three of the partial correlations, as shown in Table 4, are significantly different from zero. Therefore, it cannot be said that, for the women working issue, information-seeking and gregariousness are positively related.

Empirical Hypothesis VIId: Information-seeking channel scores are positively related to gregariousness index scores on the women working issue.

This empirical hypothesis is not confirmed. Correlation between information-seeking channel frequency and gregariousness is .073, which is not significantly different from zero. Table 4 shows the partial correlations between information channel frequency and gregariousness when five variables are controlled. None are significantly different from zero. Therefore, the number of different channels from which information about the women working issue is sought is not positively related to gregariousness.

Thus, since three of the four empirical hypotheses are confirmed wholly or in part, so General Hypothesis VII is confirmed. It can be said that frequency of information-seeking is positively related to degree of gregariousness for both the taxation and the women working issue.

General Hypothesis VIII

General Hypothesis VIII states that: The degree of interpersonalness of information-seeking is positively related to degree of gregariousness.

Empirical Hypothesis VIIIA: The ratio of interpersonal to mediated information-seeking channels is positively related to gregariousness index scores on the taxation issue.

This empirical hypothesis is confirmed in part. Correlation between ratio of interpersonal to mediated channels sought and gregariousness was .093, which is not significantly different from zero. However, when the effect of the five control variables is removed, one of the partial correlations, as shown in Table 4, is significant. Therefore, because of lack of enough significant

correlations, the ratio of interpersonal to mediated information-seeking channels is not positively related to gregariousness for the taxation issue.

Empirical Hypothesis VIIIb: The ratio of interpersonal to mediated information-seeking channels is positively related to gregariousness index scores on the women working issue.

This empirical hypothesis is not confirmed. Correlation between ratio of interpersonal to mediated channels sought and gregariousness is .082, which is not significantly different from zero. As shown in Table 4, no correlations were significantly different from zero when the effect of the five control variables is removed. Therefore, the ratio of interpersonal to mediated information-seeking channels is not positively related to gregariousness on the women working issue.

Thus, since both of the empirical hypotheses are not confirmed, General Hypothesis VIII is not confirmed. The degree of interpersonalness of information-seeking is positively related to gregariousness for both the taxation issue and the women working issue.

Consistency of Findings Across Issues

The results of empirical tests of the hypothesized relationships between dependent and independent variables in this research have been presented in this chapter. Five of the eight general hypotheses which examined relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to extent of information-seeking and degree of interpersonalness in information-seeking are confirmed. Seventeen of the twenty-four empirical hypotheses are confirmed. Table 4 presents all findings regarding

the empirical hypotheses of the present study. Appendix C contains a complete set of correlations for all empirical tests of each hypothesis. It also contains a full report on scale analyses.

Table 5 summarizes the confirmation of general and empirical hypotheses for both issues, 6 taxation and women working. It is readily noted that the pattern of relationships between the four variables consistently supports the hypothesis on the taxation issue, but is not so consistent on the women working issue. Seven of the eight general hypotheses were totally confirmed on the taxation issue while only four of the eight are totally confirmed on the women working issue. Eleven out of twelve statistical hypotheses are totally confirmed on the women working issue.

There is agreement on confirmation of both general and empirical hypotheses--for the relationship of the two independent variables -- opinion leadership and degree of issue interest -- to both extent of information-seeking and degree of interpersonalness. All relationships are positive and the correlations are significantly different from zero (with one exception). The positive correlation between degree of issue interest and frequency of information-seeking on the women working issue is not significantly different from zero.

The relationship of sense of powerlessness to both extent of information-seeking and degree of interpersonalness is supported in the predicted negative direction for the taxation issue. For the women working issue the relationship between extent of information-seeking and sense of powerlessness is supported. However, the correlations between sense of powerlessness and both the number of different channels sought and ratio of interpersonal to mediated channels are not

TABLE 5
Is The Hypothesis Confirmed?

Hypotheses	Taxation Issue		Women Working Issue	Both Issues
GH I	yes		yes	yes
EH Ia		yes		
EH Ib		yes		
EH Ic			yes	
EH Id			yes	
GH II	yes		yes	yes
EH IIa		yes		
EH IIb			yes	
GH III	yes		no	yes
EH IIIa		yes		
EH IIIb		yes		
EH IIIc			yes	
EH IIId			no	
GH IV	yes		no	no
EH IVa		yes		
EH IVb			no	
GH V	yes		yes	yes
EH Va		yes		
EH Vb		yes		
EH Vc			yes	
EH Vd			no	
GH VI	yes		yes	yes
EH VIa		yes		
EH VIb			yes	
GH VII	yes		no	no
EH VIIa		yes		
EH VIIb		yes		
EH VIIc			no	
EH VIId			no	

(Continued)

TABLE 5

Is The Hypothesis Confirmed?

Hypotheses	Taxation Issue		Women Working Issue		Both Issues
GH VIII	no		no		no
EH VIIla		no		no	
EH VIIlb					
Total confirmed GH	7		4		
EH		11		6	5
Total not confirmed GH	1		4		
		1		6	3
Total tested	8		8		
		12		12	8

significantly different from zero, thus, not supported. Therefore, it cannot be said that the hypothesized relationships between extent of information-seeking or degree of interpersonalness in information-seeking is totally supported on the women working issue.

The relationship between gregariousness and extent of information-seeking is supported for the taxation issue but not for the women working issue. The relationship between gregariousness and degree of interpersonalness of information-seeking does not hold true for either issue.

CHAPTER V

SUMMARY AND DISCUSSION

Summary

The present research examined exposure to mediated and interpersonal communication sources for two different types of issues -- a public affairs and a social issue, namely taxation and women working. The relationship of four variables, opinion leadership, sense of powerlessness, issue interest, and gregariousness, to the extent of information-seeking and to the degree of interpersonalness in information-seeking for the two issues was determined.

This research was designed to examine exposure to mediated and interpersonal communication sources for different types of issues. It was further intended to determine the relationship of this exposure to opinion leadership, sense of powerlessness, interest and gregariousness.

The objectives are the following:

1. To examine the relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to the extent of information-seeking.
2. To examine the relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to the degree of interpersonalness in information-seeking.

3. To determine whether the relationships between the four variables and (1) the extent of information-seeking and (2) the degree of interpersonalness hold true for different issues.

The sample for the present study (1965) was 500 persons, randomly drawn, from an original random sample of 1500 persons (1961) in the state of Nebraska. In 1961 the larger sample was checked against the 1960 U. S. Census¹ figures for Nebraska's population. It was found to be representative on such socio-economic variables as sex, age, marital status, formal education, occupation, and income. The sample of 500 drawn in 1965 was also checked against the 1960 U. S. Census. Both sample populations were found to be representative, no differences beyond one-half of one per cent.

Data were collected via personal interviews by trained interviewers. A part of their training was collection of data for the pretest of the study. The interview schedule was pretested on a random sample (N=123) from one Nebraska county. The county chosen was not a part of the sample for the final study and was chosen because there was a large city, a small town, and rural dwellers there, approximately proportional to the total for the state. Eighty-six interviews were completed and constituted the pilot study sample. Four hundred-two interviews were completed and constituted the final study sample population.

¹Op. cit.

Information-seeking was the dependent variable of the study, defined as the degree to which a receiver (person) utilizes mediated and interpersonal communication channels to obtain ideas, advice, or information about a specific issue. Information-seeking was operationalized as frequency of information-seeking (number of contacts with a mediated or interpersonal source) and degree of interpersonalness (the ratio of interpersonal to mediated sources).

The research focused on the four independent variables considered to be predisposing factors in information-seeking behavior:

1. Opinion leadership was defined as emanating from a person who himself indicates that he influences the opinion and behavior of other individuals through personal contact.
2. Sense of powerlessness was defined as a feeling or lack of control over the outcome of public or social issues and a low expectancy that one's own behavior can alter them.
3. Issue interest was defined as a psychological involvement of the individual with an issue which facilitates awareness and action.
4. Gregariousness was defined as the extent of an individual's formal and informal social contacts with other people.

Within the framework of the present research, the communication situation involves the PERSON subject to INFLUENCE by advice, ideas, or information which is relative to an ISSUE, via interpersonal or mediated CHANNELS in making a DECISION. An implied definition of influence within this model is that force which via mediated or interpersonal channels, affects a response (from the person) which is, namely, information-seeking.

Eight general hypotheses guided the research inquiry.
Twenty-four empirical hypotheses were tested. The major findings are:

GH 1: The extent of information-seeking is positively related to opinion leadership.

This hypothesis was confirmed for both the taxation issue and the women working issue.

GH 2: The degree of interpersonalness of information-seeking is positively related to opinion leadership.

This hypothesis was confirmed for both the taxation issue and the women working issue.

GH 3: The extent of information-seeking is negatively related to sense of powerlessness.

This hypothesis was confirmed for the taxation issue but not confirmed for the women working issue.

GH 4: The degree of interpersonalness of information-seeking is negatively related to sense of powerlessness.

This hypothesis was confirmed.

GH 5: The extent of information-seeking is positively related to degree of issue interest.

This hypothesis is confirmed for both the taxation issue and the women working issue.

GH 6: The degree of interpersonalness of information-seeking is positively related to degree of issue interest.

This hypothesis was confirmed for both the taxation issue and the women working issue.

GH 7: The extent of information-seeking is positively related to gregariousness.

This hypothesis was confirmed for the taxation issue but not the women working issue.

GH 8: The degree of interpersonalness of information-seeking is positively related to degree of gregariousness.

This hypothesis was not confirmed for either the taxation issue or the women working issue.

Discussion of Hypothesis Tests

As outlined in the objectives of this research, the relationship of four variables -- opinion leadership, sense of powerlessness, interest, and gregariousness -- to extent of information-seeking and degree of interpersonalness of information-seeking have been examined. A comparison of information-seeking from mediated and interpersonal sources for two different issues, a political affairs issue and a social issue, was made.

General Hypothesis I predicted that the extent of information-seeking was positively related to opinion leadership. This hypothesis was confirmed.

There was a significant positive relationship between opinion leadership and extent of information-seeking for both the taxation issue and women working issue. The higher the opinion leadership score, the more frequent were the information-seeking contacts.

A closer look at the data reveals that correlations on the taxation issue were consistently higher on mediated than on interpersonal sources, while for the women working issue correlations were slightly higher for the interpersonal sources. This would indicate

that opinion leaders tended to get more information from mediated sources in regard to taxation but more from interpersonal sources on the women working issue.

The number of different channels sought on the taxation issue increased as the degree of opinion leadership increases. This was also true of the women working issue but this increase was proportionately greater for the taxation issue than for the women working issue. This would indicate that the type of opinion leadership for the two issues would vary, that on a public affairs issue, the breadth of contact with information channels might be a more important factor than it would for a social affairs issue.

General Hypothesis II predicted that the degree of interpersonalness of information-seeking is positively related to opinion leadership. This hypothesis was confirmed. As opinion leadership increases, so does the interpersonalness of information-seeking. However, the ratio of interpersonal to mediated channels is higher for the women working issue than for the taxation issue. That is, interpersonal sources on the women working issue is more frequently sought than are mediated sources by those persons scoring high on opinion leadership. Indications are that for the social issue, individuals appear to have frequent contacts with fewer channels and the channel sought would more often be an interpersonal channel than a mediated channel.

Opinion leadership activity for both the taxation issue and the women working issue reflects information-seeking through both mediated channels and interpersonal channels. Information-seeking contacts are similar on both issues, but there is an

indication from closer examinations of the data that interpersonal contact was more frequent when individuals were seeking information on job opportunities for women than on matters of taxation.

Consistent with findings from the previous research cited, opinion leadership can be considered as one variable which has bearing on information-seeking through both mediated and interpersonal channels. This relationship would indicate that the self-designated opinion leader would account for increasing amount of interaction with channels of influence as his personal influence was broadened to affect other opinion leaders or non-opinion leaders. For the two issues in question, it would appear that opinion leaders might play a larger role in affecting people on the social issue, since the amount of interpersonal contact was greater than for the public affairs.

General Hypothesis III predicted that the extent of information-seeking is negatively related to sense of powerlessness. This was confirmed for the taxation issue but not for the women working issue.

This prediction held that those persons who felt a lack of control over the issues in question would tend to be low frequency information-seekers. As their sense of powerlessness increased or as they felt increasingly powerless to do anything about an issue, information-seeking would decrease. The research found this to be so, for both the taxation and the women working issue. However, for the women working issue, sense of powerlessness did not tend to lower the number of channels sought.

In search for some explanation as to why there were differences in results for the two issues, clues might be found in the nature

of the issue itself. The greater personalness of the social issue might lead people to search out personal sources. Information from people who were concerned about women in their worker role, might be more credible in that type of information-seeking situation. Another clue might be found in the nature of the general sense of powerlessness measure. The items in the measure itself tend to suggest those aspects of life that are outside one's immediate environment and therefore thought to be less easily controlled. A woman, interested in her own job opportunities, or a man interested in his wife's job opportunities, for example, might feel in complete control of the issue. They personally would determine the amount or type of information necessary to cope perhaps with impending decisions about it. It might also suggest that the necessity of information-seeking might be connected with an immediate decision, and in case of job opportunities might only go as far as looking for listings themselves. In other words, for the women working issue, information-seeking might occur only when a decision was to be made and at this time people become a more important source of information than mass media.

General Hypothesis IV predicted that the degree of interpersonalness of information-seeking is negatively related to sense of powerlessness. This was found to be so for the taxation issue.

The more powerless a person felt, the less contact he had with interpersonal sources. This perhaps indicates that persons who have a high sense of control would also tend to be the persons who would tend to seek out persons to make influence attempts. When decisions are to be made about taxation, persons who felt they

have some say in the matter would be likely to talk to other persons to discuss the issues. Those who felt they could not affect the issue would tend to be apathetic and dismiss the issue perhaps completely.

General Hypothesis IV was not confirmed for the women working issue. Actually this is a surprise, because this issue could be considered closer to the individual than the taxation issue, particularly if some woman in the household was employed outside the home. However, as an objective topic, it may be that, for the general population, it isn't an issue they feel is necessary to discuss with people whether they are or are not required to make decisions about it.

General Hypothesis V predicted that extent of information-seeking is positively related to degree of issue interest. This hypothesis was confirmed for the taxation issue. For the women working issue, the empirical hypothesis on frequency of information-seeking was confirmed but was not confirmed on number of different channels. It seems reasonable that persons who are interested and concerned over an issue in question would search out people to talk to about it or would attend with interest to messages in the mass media. However, the data would suggest that for the women working issue the highly interested person may be having a lot of contact with a few channels in a search for information. This might indicate that there are fewer channels available on the women working issue than on the taxation issue.

The strong correlation between interest and channel scores on the taxation issue and the lack of significant correlation on the women working issue might reflect a definite lack of interest in the issue itself.

General Hypothesis VI predicted that the degree of interpersonalness of information-seeking was positively related to degree of issue interest. This hypothesis was confirmed for both the taxation and the women working issues. The examination of the interpersonalness ratio, which is significant for both issues, would further lead to a conclusion that interpersonal sources are more important for the women working issue. Since the frequency of contacts for the women working issue is highly significant, the greater proportion of the contacts must be interpersonal ones. Interest then on that issue could result in an issue that is more often discussed with people than a public affairs issue, such as taxation. The information search might end with discussion rather than leading to a variety of sources from other mediated channels.

General Hypothesis VII predicted that the extent of information-seeking is positively related to degree of gregariousness. This hypothesis was confirmed for the taxation issue but not confirmed for the women working issue.

Previous research has consistently linked gregariousness with information-seeking. Gregariousness suggests a social dimension -- seeking out people. Persons concerned about the taxation issue would tend to be seeking information from some "inside" communication channels that perhaps exist only in some social settings where officials of government tend to be. What appears in mass media would not be complete enough to satisfy the person who wanted to make his voice heard with persons who make decisions about taxation.

For the women working issue there was no support for linking information-seeking with gregariousness. This is a finding which is

contradictory to the finding of Katz-Lazarsfeld's² study of women. They found gregariousness to be a factor in personal influence. It could be that, in a general population, information-seeking on the women working issue would be less a factor of actual numbers of contacts with channels, than seeking out the most significant channel.

General Hypothesis VIII predicted that the degree of interpersonalness in information-seeking is positively related to degree of gregariousness. This hypothesis was not confirmed for either issue.

Since communication does take place within a social context, particularly person to person communication, it would be expected that a person's gregariousness would be an inherent factor. In this research, however, this did not appear to be so. This research would tend to indicate that the degree of interpersonalness is not related to information search. Search for information could not be equated to a need for being with people.

In our highly gregarious society, perhaps this is no longer a factor crucial to persons coming in contact with relevant information sources. In societies where transportation and communication networks are less developed, people would be apt to depend more heavily on people as a source of information. In such societies, the need to be with people might be equated with need for information--perhaps for survival.

²Op. cit.

Discussion of Issues

The two issues, taxation and women working, chosen for this information-seeking study were considered to be timely and likely to be a topic of conversation and concern. The data were gathered during the 1965 legislative session, during which taxation was a lively debate issue. A bill was passed during that session changing the tax base from a straight property tax to a combination of property-sales-income. This was voted upon in November, 1966, and was repealed by the voters. It is again a subject of debate in the current (1967) legislative session. During this period of time there was also a lot of discussion about the role of women due to the activities of the President's Committee on Status of Women and the governor's committee. More stories appeared at the time of the data collection in current magazines and television debates, particularly about Betty Friedan's controversial book The Feminine Mystique. The two issues were thought to be different in nature -- a public issue and a social issue -- and to vary as to degree of concern by the individual.

When the subject of taxation was introduced to the respondents in this study they were asked what the source of state taxes should be. Only 15 per cent responded a "property tax." The remaining 85 per cent thought some other form -- sales, income, or a combination -- would be more appropriate. Since property tax was the current system of taxation, this response indicated that the great majority of people had thought enough about the situations to indicate a dissatisfaction with the system in operation. The issue interest scores reflected this concern. Out of a possible interest score of 20, the mean score was 12.6 with about one-third of the respondents scoring 15 or higher.

There was indication that interest in the women working issue was likely to be lower. Using number of women working (self-reported or reported by husbands) as an indicator of salience, roughly 32 per cent were employed part or full time -- 20 per cent full time and 12 per cent part time. It would have been well to further question as to whether the women had recently worked, though not currently employed.

Discussion of the Measures

Measures utilized in this study were unique to this study, though based on measures used previously by other researchers. The measures of information-seeking frequency, including three components, tell more about an individual's search for information than a simple frequency count of exposure to communication. It allows talking about the total intake of messages as well as a separation of mediated and interpersonal sources. The measure of the dependent variable then could be considered an improved one.

The measure of opinion leadership could not be considered an improvement. However, the one question added might be considered to increase total information on the self-designated opinion leader. The same comment can be made about the issue interest measure and the gregariousness measure.

The sense of powerlessness measure, although a valid measure, tends to have a slight bias toward the more global issues. This could explain the significant findings on the taxation issue and lack of significant findings on the relationships of extent of information-seeking and degree of interpersonalness of information-seeking and sense of powerlessness.

To sum up, the measures used in this research served satisfactorily for the purposes of this research, but most could be improved in future research.

Findings reported in this research have shown that opinion leadership, sense of powerlessness, issue interest, and gregariousness are variables which can explain in part a person's search for information on the taxation issue and the women working issue. It is safe to conclude that they would be relevant to any issue upon which an individual might focus a search for mediated and interpersonal sources of information.

The research would indicate that the relationships of these four variables, to extent of information-seeking and degree of interpersonalness in information-seeking hold true for different issues.

Since the study population was a random sample of one entire state, findings are generalizable.

Additional research is needed to further test the interrelationships of variables in this research on other issues. It would add significant data, if case study follow-up could be made on the total communication behavior of a sample of persons who scored high and low on the four independent variables of this research in relation to the dependent variable.

The Katz-Lazarsfeld³ study of personal influence has provided an intellectual base for the bulk of research in this area. Since this study was done more than fifteen years ago, it would seem that a second comprehensive study, a more refined version of the first, would be a valuable contribution to the literature.

³Op. cit.

APPENDIX A: INTERVIEWER TRAINING

INTERVIEWER TRAINING

Twenty-five interviewers, seventeen men and ten women, completed training in February, 1965, to administer the complete set of questions in the Nebraska Adult Interest Research project. As a part of their training, they conducted experimental interviews. Each worked during the pilot project to complete their training for the research project.

Pilot project data were gathered in March and analyzed in April, 1965. During this period, interviewers were counseled on their strengths and weaknesses by the project directors. Some assisted with the coding operation. There were one hundred twenty-three persons to be contacted in the pilot project. Eighty-six usable questionnaires were obtained. Thirty per cent of the respondents were not available because they had moved out of the state, had died, were not located, or refused.

A schedule of interviewer training follows, along with teaching materials used. A system of work-triads was used during the training in which two people actively worked and the third person observed.

SCHEDULE FOR
Interviewer Trainee Sessions
NEBRASKA ADULT INTEREST STUDY

MONDAY, February 22

1:30 - 4:00 p.m.

Room 232

1:30 - 2:00 p.m.

Outline of Interview Schedule

Purpose of Questions and Mechanics of Recording Responses

- Alan Knox

2:00 - 2:10 p.m.

Training Questions Regarding Notes on Interviewing

- Alan Booth

2:10 - 2:20 p.m.

Introduction to Role-Playing, Role-Performance

Interviewer, Respondent, Observer

- Alan Booth and Shirley Marsh

2:20 - 2:25 p.m.

Assignment to Triads

- Shirley Marsh

2:20 - 3:05 p.m.

Interviews

- Staff Observers, Alan Booth, Arden Grotelueschen and
Shirley Marsh

3:05 - 3:15 p.m.

Introduction to Discussion of Role-Performance

- Alan Booth

3:15 - 4:00 p.m.

Discussion

- Staff and Trainees

Assignment to be Given: Trainees to Interview Three Persons
Not in Group

Assignments to be Completed: Reading of Notes on Interviewing

TUESDAY, February 23

1:30 - 4:00 p.m.

Room 232

1:30 - 1:40 p.m.

Assignment of special respondent role and Assignment to Triads
- Shirley Marsh

1:40 - 2:25 p.m.

Interviews

- Staff Observers, Alan Knox, Shirley Marsh and Arden
Grotelueschen

2:25 - 2:50 p.m.

Discussion of role performance
- Staff and Trainees

2:50 - 3:00 p.m.

Assignment of New Respondent Role
- Shirley Marsh

3:00 - 3:05 p.m.

Assignment to Triads
- Shirley Marsh

3:05 - 3:35 p.m.

Interviews

- Staff Observers, Alan Knox, Shirley Marsh and Arden
Grotelueschen

3:35 - 4:00 p.m.

Discussion of Role Performance
- Staff and Trainees

THURSDAY, February 25

7:00 - 9:30 p.m.

Room 519

7:00 - 8:00 p.m.

Outline of Total Interview Schedule

Purpose of Questions and Mechanics of Recording Responses

- Alan Knox, Alan Booth, Shirley Marsh

8:00 - 8:15 p.m.

Introduction to Interviewer reliability

- Alan Booth

8:15 - 8:45 p.m.

Mock Interview of Selected Sections of Interview Schedule

- Alan Knox

8:45 - 9:30 p.m.

Demonstration and Discussion of Differences in
Interviewer Reliability

- Alan Knox, Alan Booth, and Shirley Marsh

Assignment to be given: Interview to be given to two people
outside Training Group.

Learn full interview schedule.

Assignment to be completed: Three interviews of people out-
side the Training Group.SATURDAY, February 27

9:30 - 12:00 N

Room 519

9:30- 9:40 a.m.

Assignment of new respondent role

- Alan Booth or Shirley Marsh

9:40 - 9:45 a.m.

Assignment to Triads

- Shirley Marsh

9:45 -11:00 a.m.

Interviews

- Staff observers, Alan Knox, Alan Booth, Shirley Marsh and
Arden Grotelueschen

11:00 - 12:00 a.m.

Discussion of Role Performance

- Staff and Trainees

MONDAY, March 1
1:30 - 4:00 p.m.
Room 232

1:30 - 2:15 p.m.
Outline of interview schedule to be used in pilot project
and review of interviewer manual
- Alan Knox, Alan Booth and Shirley Marsh

2:15 - 2:25 p.m.
Assignment of new respondent role
- Alan Booth

2:25 - 2:30 p.m.
Assignment to Triads
- Arden Grotelueschen

2:30 - 3:30 p.m.
Interviews
- Staff Observers, Alan Knox, Alan Booth and Arden
Grotelueschen

3:30 - 4:00 p.m.
Discussion of Role Performance

Assignment to be given: Learn revised schedule and manual

Assignment to be completed: Two interviews of people outside
Training Group.

TUESDAY, March 2
1:30 - 5:30 p.m.
Room 232

1:00 - 3:00 p.m.
Mock interview using entire interview schedule
- Alan Knox

3:00 - 5:30 p.m.
Discussion of recording responses - form and reliability
- Alan Knox and Alan Booth

Assignment to be completed: Learn interviewer manual

THURSDAY, March 4

7:00 - 9:30 p.m.

Room 519

7:00 - 9:30

Explanation of expense vouchers, use of state cars, etc.

- Alan Knox and Grotelueschen

Other questions

- Staff

Assignment to be completed: Two interviews with people
outside Training Group

THE OBSERVER'S TASK

2/22/65

Your main task is to "listen-in" on the interview. Notice both the good and bad interviewer techniques as well as the smooth or troublesome situations which arise during the interview. Make descriptive notes of behavior which interferes with getting accurate information. Do not write interpretive notes, just describe what you observe. Our discussion of role performance will rely heavily on the material you provide.

The following questions are to be used as a guide in your observation:

1. How smooth was the interviewer's first encounter with the respondent as he gained entry into the home? Did he get into the interview situation as quickly as possible?
2. How were the interviewer's manners during the interview? Did he "talk down" to the respondent? How did he handle the respondent's reluctance to answer some questions? How did he handle the moments when the respondent wanted to delay by talking?
3. Did the interviewer ask all the appropriate questions exactly as stated in the questionnaire? Did he have the questions well enough in mind that he wasn't tied to reading the interview schedule word for word? When there were probes, did he probe in such a way that he didn't lead the respondent to an answer? Did the interviewer seem apologetic about asking some questions?
4. In general, did the interviewer seem to reflect the importance of the project? Did he seem self-confident? Did he appear to enjoy the entire interview situation?
5. In general, did the respondent seem to have a cooperative attitude throughout the interview? If not, what do you feel the interviewer did, either to provoke this non-cooperative attitude or to promote a cooperative one? What could the interviewer have done to alleviate the situation?

6. Was the general tone of the interview situation conducive to the best interview possible? Was the situation a comfortable one? Did the interviewer get the best responses he could from the respondent? What sort of feelings do you think the respondent and the interviewer had after the interview was over--good, bad or indifferent?

7. Was the interviewer's exit smooth or awkward? What sort of 'mind's eye view' does the respondent have of the interviewer after the interview is over?

As you observe the interview situation, try to be as passive as possible. Any noticeable reaction you may have may influence the behavior of both the respondent and the interviewer. If possible, remain enough in the background that your presence is not obvious. Stay out of the line of sight of both interviewer and respondent. Be prepared to relate in detail any part of the interview you think will be helpful to the entire group.

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PEOPLE YOU MAY ENCOUNTER.....

In the course of your interviewing you will come in contact with many different kinds of people. But you will tend to encounter some types of people who will present interview problems.

We've characterized some of these types so that you might recognize a variety of difficult interview situations and prepare in advance for handling them effectively. This is not to suggest that you should "pigeonhole" people into these categories. The characterizations are definitely stereotypes.

There are general ways you might want to use these characterizations:

- 1) You can imagine using the characterizations as a guide, working out introductions to these people and handling technical sections of the interview schedule during an interview.
- 2) You can ask a friend to role play, using the characterizations. Your friend can provide valuable insight into the way you are perceived by the respondent. The protected practice you get with a friend may permit a more objective analysis of yourself than you may encounter in the field.
- 3) You can refer back to the characterizations when you want to discuss a particularly difficult interview problem with the staff. These may give you ideas of how you can present your problem verbally.

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PROBLEM: "The Slow to Understand"

This person is willing to cooperate but has a hard time remembering the questions. He asks for many repeats and says he "doesn't know" a lot of the time. He has a hard time making up his mind and often takes off on tangents. Many of the questions he simply doesn't understand, and from time to time he feels uncomfortable because he doesn't. He has a difficult time expressing himself when he does have an idea.

Male personality sketch:

You are a 35 year old factory worker.
 You have a high school education but had some difficulties.
 You have a wife who works part time as a cook and maid to make extra money.
 Your three children are all in elementary school.
 You don't give much thought to your job or to advancement.
 Your biggest fear is that you might be laid off.
 You depend on the Union to take care of your problems.
 You have a vague notion of the fact that lots of things are happening in the world but you feel they are beyond your control - so, generally, you ignore them.
 You tend to live from day to day.

Female personality sketch:

You are a thirty year old waitress at a downtown cafe.
 You live near the heart of the city with a husband who is employed by a city construction firm.
 Neither of you has finished high school. You have two children in their early teens.
 You love to talk but somehow don't see meaning in much except the day to day activity of people about you.
 You work long hours and have very little time to do much beyond taking care of the physical needs of your family.

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PROBLEM: "The Critic."

This person is eager to cooperate but is critical of everything about the interviewer's intent in his questioning, as well as the purposes of the study. He rebels at many points, objecting to the way questions are asked, or that they are an invasion of privacy. Though he is terribly difficult about the whole interview, he still wants you to hear his opinion.

Female personality sketch:

You are unmarried, 23 years old; one who aspires to a career in business, preferably in the fashion field.
 You like to think of yourself as one of the intellectual elite.
 You have a college degree and many active "cultural" interests.
 Other people tend to view you as "pseudo-sophisticated."
 In general, you feel women are down-trodden and discriminated against.
 You have had several jobs in quick succession since college and each time made unsuccessful attempts to work up.

Male personality sketch:

You are a rancher in western Nebraska - about 45 years old and quite successful.
 You have lots of friends - just like you. You all feel that the rest of the state ignores you and your problems.
 You aspire to be self-sufficient.
 You're a leader locally, quite dictatorial and opinionated.
 You are quite well-informed on political and economic problems.
 You are especially concerned with those things which affect the cattle business.

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PROBLEM: "The Skeptic"

This person is very reluctant to concede to the interview--- skeptical about you and everything about the interview. He insists on proof of your identity and complete explanation of the purposes of your visit. The distrust continues through the entire interview. He frequently refuses to answer on first asking. He is generally unfriendly.

Male personality sketch:

You are a railroad trainman, just over fifty.
No college education, very little community contact.
You work long hours to support your family of a wife and five children, ages 13 to 23.
You pay little attention to things which do not directly affect you.
You tend to be pretty much of a grouch.
You are skeptical of the whole world and the intent of everyone in it.

Female personality sketch:

You are a housewife around 60 years old.
You live in a rundown part of town and from time to time throughout the years you have been on the welfare rolls.
You tend to be critical and skeptical of your family, friends, and society in general. "They" make unreasonable demands and have all the advantage in life.
Your husband is a janitor in a nearby school and your only son lives down the street. He is a day-laborer and is home half the time drawing unemployment.
You are generally unfriendly and hesitantly cooperative.
You are impatient for the interview to end and question it constantly.

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PROBLEM: "The Un-cooperator"

This person is generally uncooperative. He is easily distracted and breaks the interview at any opportune moment, simply won't settle down to the task of thinking and answering.

Often gives answers that are not offered as alternative response--or refuses to make a choice.

Avoids questions or gives a simple answer as an "easy way out."

Female personality sketch:

You are an older woman, around 60, much too senile for your age.

You tend to have the general attitude that you're too old to do anything, that no one wants old people around.

You have very few interests of your own. You spend most of your time thinking and worrying about your children and your grandchildren.

In general, you are unmotivated and passive, sort of "marking time."

Your husband is a retired farmer and is still quite active. Neither you nor your husband finished high school.

Male personality sketch:

You are an unemployed construction worker about 55.

You have not finished high school. Your wife is employed as a nurse.

Her wages keep the family going. You have two grown children.

You are interested in various spectator sports and this is your major leisure time activity.

In general, you just don't like to be bothered by other people outside your family.

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PROBLEM: "The Overcooperator"

This person is impressed with the importance of the interviewer and immediately sees him as a person who can help him solve his own problems. He tends to seek approval of the interviewer through the answers he gives. He is eager to give the interviewer what he wants and often asks if he is giving the right information. In general, this person tries to set up a dependent relationship with the interviewer.

Female personality sketch:

You are attractive, in your late thirties.
 You are an English teacher in the local high school, a college graduate.
 You married below your own education level and status level, and have often regretted it.
 You have one child, a boy who is now in college.
 You constantly push your husband, a used car salesman.
 You constantly strive to make friends among higher status groups and go out of your way to meet important people.

Male personality sketch:

You are about 45, a clerk in a city office.
 Although you've had some college education, and are reasonably intelligent you have been unable to advance in your job.
 You constantly do extra things to make "brownie points."
 You live in a suburban area and belong to many groups but are constantly a "worker" rather than a "leader."
 Your wife clerks in a down-town store.
 You have five children, of high school and college age.

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PROBLEM: "The Shy One"

This person really doesn't want to be interviewed, simply because the thought of it scares him to death. The sound of his own voice and what he might say frightens him. He is cooperative but tends to talk in an almost inaudible voice into his lap.

The situation improves and he relaxes a little as the interview progresses.

Female personality sketch:

You are 40 years old and have never been beyond fifty miles of your own home.
 You are a protestant fundamentalist and all your activities center around your church and the people there.
 Your husband is employed as a clerk in a small store.
 Neither of you has a high school education.
 You tend to be extremely introverted and find very little about you to be happy about. The only thing you look forward to is "life after death."
 Your only daughter has just left home to attend a small church college.
 You have very few friends and spend most of your time at home.

Male personality sketch:

You are a quiet guy, very bright, college educated and a successful researcher for an industrial development corporation.
 You are 30, unmarried, and live with an elderly mother.
 You are very uncomfortable with people, and reticent about subjects outside your special area.
 You have several hobby interests but few close friends. You are wrapped up in your research and devote most of your energies to it.

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PROBLEM: "The Dawdler"

This person has all the time in the world and meditates about everything you ask him. He insists on a slow pace and has a hard time making up his mind at times. He tends to talk things over with himself before voicing a final answer. He is somewhat aware that he is slow and "holding you up" but doesn't seem to be able to move any faster.

Male personality sketch:

You are a congenial farmer about ready to retire.
 You have a high school education.
 You tend to be quite satisfied with your own comfortable surroundings and plan to retire on the farm.
 Your wife is a hard-working Danish lady who has devoted her whole life to her family and the farm.
 Your only son has just got a doctorate in Agriculture. You think this is good but don't quite understand the ramifications.
 You have three grandsons who delight you.
 The world has become too complex for you but you aren't going to worry about it.

Female personality sketch:

You are an unmarried elementary school teacher in your mid-forties.
 You have a keen interest in educative activities and take active roles.
 You are attractive, kind of "sweet old-maidish" and have a very active social life mostly with your female friends.
 You tend to think about lots of things but have difficulty taking any positions.

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PROBLEM: "The Rusher"

This person is always in a hurry. He is cooperative but wants to "get things over with."
His responses are quick and brief, talks a minimum.
At many points he is impatient while the interviewer records responses or moves into the questions.
He often anticipates questions and begins to answer before the interviewer finishes asking the question.

Female personality sketch:

You are a college educated professional woman about 35. You are very busy and have very little time for extra projects. Your husband is a successful young business executive. You are preoccupied with the problems of your job and have very little time for social activity which is not job related. You are modestly successful. You are aware of political, economic, and social problems and have a "world view." You are also sensitive to the personal problems of those about you.

Male personality sketch:

You are an extremely successful business man, self-educated and attractive at 38 years old. Your business is your life, and you spend most of your waking hours promoting it. You are respected and liked by your customers. You spend quite a lot of time keeping physically fit, by participating in various indoor sports. Your wife is a socialite but you consider this unimportant. As a result you go your separate ways. You're a good guy, always in a hurry.

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PROBLEM: "The Curious"

This person is very bright and informed. He is as curious as can be about the whole research project the interviewer is working on. He asks the interviewer many informed questions about the project and about why some of the questions are asked. He is familiar with research and the value of public opinion polling. He wants to discuss things with the interviewer, just because he is interested and sees the interviewer as an interesting person to talk to. At times he asks personal questions of the interviewer.

Female personality sketch:

You are a 40 year old homemaker in a small town of 2500. You have seven youngsters, ranging from 2 to 17. The oldest is a junior in high school.
 Your husband has a small supply business and makes around twelve thousand a year. You live in a large old roomy house, modestly furnished but attractive.
 You are well organized, and have lots of friends and interests.
 You organized Great Books in your little town, are an avid reader and president of the Library Board.
 You are very aware of problems of the community and up to date on local and state political problems.
 You are alert to the needs of each of your children and about the services within the community which affect them.

Male Personality Sketch:

You are a young marketing executive in your early thirties. You have a master's degree and are constantly involved in some additional educational activity.
 You are broad minded and have many interests. You are well traveled and are aware of the problems of the world.
 You have recently married and your wife is completing an advanced degree at the present. You have no children.
 You are very active, have many friends of varying types.
 You are successful in your job, not actively pursuing advancement but will get there because you are competent and work well with people.

PROBLEM: "The Ideal One"

This person is no problem. He treats the interviewer courteously and does whatever he can to complete the interview as quickly and as effectively as possible. His answers are informed, direct, and complete. The danger for the interviewer is that the rapport he establishes may be too complete and there may be a temptation to be too eager to cooperate with the respondent. Once the relationship becomes a friendly one, the interviewer may have some reservation about asking some of the questions, and as a result, affect the quality of the interview.

Female personality sketch:

You are a charming, middleaged woman in your early fifties. Your husband is vice-president of a large well-known insurance firm.
 You are not without talent of your own. You are active in many civic projects, have a full social calendar and have several hobby interests which you actively pursue.
 You are a creative person and try to be an inspiration to those about you.
 In general you are gracious and considerate of the interviewer at all times.

Male personality sketch:

You are a distinguished public official in your early forties.
 You are highly respected by people in the political arena and your co-workers for your competence, honesty, and hard work.
 You are very humble about your contributions.
 You are well educated and have a wealth of experience in the fields of business and education as well as in politics.
 You are active in community affairs and are constantly involved in community betterment projects.
 You have two children, both in college. Your wife is also civic minded, and is a registered nurse.
 She is involved in many projects revolving about her professional interests.

NOTES ON INTERVIEWING

I. General Comments

1. No interviewer may delegate his task of interviewing to anyone else. Such a procedure would destroy standardization of interviewing since substitute would not have had the same training, and would therefore render data non-comparable.
2. Know the Questionnaire thoroughly.
 - (a) Wording: Try to memorize the wording of the questionnaire, preamble to questions, each question, their order and the response categories, etc.
 - (b) Intent: Know the precise purpose of each question and sub-question. This will be particularly useful (i) when it is necessary to use synonyms for ambiguous words or when it is occasionally necessary to rephrase unclear sentences. (ii) when it is necessary to clarify sections of a long and complicated question, and thus avoid going back to the beginning and repeating the question word for word.

A knowledge of the intent of each question and the precise wording of the questions also facilitates a smoother flow, a conversational presentation, and allows the interviewer to focus his attention on the respondent, all of which encourages an informal atmosphere rather than a test situation.

The informant should not be required to waste any of his time waiting between questions.

While the interviewer is recording the answer to one question, he should ask the next one so that the respondent can be thinking it over.

3. Dress and Appearance.

Appropriate appearance of the interviewer helps him to secure the schedule information and to create an impression favorable to future co-operation. Interviewers should be reasonably neat in appearance but it is well to avoid appearing so neat that the housewife refuses admission to her dusty or disorderly home for fear of being censored. Similarly, it is best not to appear too prosperous. There is evidence for the view that plainly attired interviewers are likely to be more successful than others.

Youthful looks constitute a definite drawback. The more mature an interviewer appears, the greater the degree of acceptance by respondents, generally speaking.

To avoid being mistaken for sales persons, interviewers **SHOULD NOT** carry brief cases. A supply of manila folders is available for all questionnaires, response sheets, instructions, etc.

4. When to Call upon Respondents:

The following table may be used as a rough guide for determining the best time to set for calling upon respondents:

"At Home and Awake"
Monday-Friday, Coast-to-Coast Averages.

<u>Eastern Standard</u> <u>Time:</u>	<u>%</u> <u>Any Man:</u>	<u>%</u> <u>Any Woman:</u>
10:00-10:30 a.m.	23.1	80.1
2:00- 2:30 p.m.	17.9	64.5
5:00- 5:30 p.m.	27.3	70.1
7:30- 8:00 p.m.	63.2	85.0

There is, of course, likely to be a greater proportion of men at home during the daytime in rural areas, than in urban areas.

The time of day which is most productive for interviewing depends primarily upon the type of person to be reached. Men are seldom found at home during usual working hours but are more likely to be found at home during evenings, Saturday afternoons, or Sundays. In small communities, if most of the workers are employed in one or two large plants which operate on day and night shifts, daytime calls may reach a significant proportion of men at home. Calls around noon are not resented by most night workers since they usually have had their morning sleep.

Punctuality.

5. It is extremely important in those instances where specific appointments have been made with respondents, that the interviewers present themselves at the respondent's home, **PUNCTUALLY.**

On the Doorstep:

6. Knock on door or ring bell **BRIEFLY.**

After knocking, wait a reasonable length of time before doing it again. **DO NOT** appear impatient.

If there is still no reply after knocking two or three times, try the back or the side door (occupant may be in kitchen, or have radio loud and be unable to hear front door bell). Occupant may also be in the garden (weather permitting).

After knocking on door, step back three or four paces, so as to avoid the appearance of "pressing" the door, or that of a salesman intent on placing his foot in the door. This also enables a cautious occupant to see who is calling before opening the door.

7. Opening Remarks:

- (a) "Good Morning" (with a smile), or similar greeting for the appropriate time of day.
- (b) Then proceed to tell whom he represents and that he would like an interview. These introductory remarks should be BRIEF but should satisfy most respondents that a harmless "study" is being made. Suggested example of introduction:

"Good Morning. I'm from the University of Nebraska - I believe you received a letter from them asking if I could call on you. - We're working on a survey of the whole of the state of Nebraska and I'd like to get a few of YOUR ideas. It won't take very long. By the way, here is my identification card." (We've visited with you before)

Words such as "Survey," "Statistics," "Opinion Poll," "Research," and phrases such as "not interested in names," "there's nothing personal in this study, we only want statistics," "University Research," and "families all over the state are giving this information," may convey the desired impression of a statistical survey which will not harm the interests of the respondent.

DO NOT use words such as "investigation," or phrases like: "Are you busy?," "Would you mind answering some questions?," or "Could you spare a couple of minutes?" The latter give the respondent an opportunity of turning down the interviewer. You should assume that the respondent would be interested in the questions because he usually is and is also usually flattered by being chosen to be interviewed.

- (c) Immediately after the greeting and identification, the interviewer must make sure that he is talking to the proper party, viz: the respondent selected.

8. What to do when no one answers the door.

See appropriate section in "Notes on Interviewing -

- 2. Specific Instructions on Completing Questionnaire."

9. What to do when address assigned is, or appears to be, non-existent.

See appropriate section in "Notes on Interviewing -

- 2. Specific Instructions on Completing Questionnaire."

10. What to do when Respondent is unable or refuses to be interviewed.

- (a) When respondent is deceased - See appropriate section in "Notes on Interviewing - Specific Instructions on Completing Questionnaire."
- (b) When respondent is sick:
 - (i) If sickness is serious and likely to be of long duration, see appropriate section in "Notes on Interviewing - Specific Instruction on Completing Questionnaire."
 - (ii) If sickness is not serious and respondent is likely to be well enough to answer questions within a relatively short period, endeavor to arrange appointment for later interview, or indicate you will contact him about that time.
- (c) When respondent has visitors - endeavor to arrange an appointment for a later date.
- (d) When a respondent objects:

While over 90% of respondents are exceedingly co-operative when they learn that a statistical survey is being conducted, a few object to giving information and have to be "won" over to the idea by the interviewer. If interviewers are aware of and anticipate the types of remarks which interviewers may make, they can have ready answers to forestall definite refusals. The interviewer must be able to "size up" the respondent and to decide quickly whether to postpone the interview or try to get it before the respondent feels even more strongly that he or she does not wish to co-operate. Some of the objections most frequently met are classified as follows:

- (i) Those indicating the respondent does not wish to be disturbed at that moment:

"I haven't time"
 "I'm too busy"
 "I can't spare that much time"
 "I'm going out"
 "Someone is sick in the house"

If the interviewer has indicated how long the questions will take and the respondent is still too busy, the interviewer should try to set another time - a definite time, if possible, e.g., "Will you be in at 3 o'clock this afternoon?" I'll be in this neighborhood then and would certainly appreciate it if you would let me drop in," or "If you have no objections, I'll come over in a day or two," and then set a specific time.

- (ii) Remarks indicating respondent is not sympathetic to surveys:

"I'm not interested"

"I don't care to give any information"

"It's my own business what I do or think"

Try to find out why respondent has this attitude. (a) Does he or she object to the University sponsoring the study? (b) Is he or she afraid his or her confidence will be violated? If so, try to convince her of the anonymity of the survey data and of the fact that no names are taken. "We are not interested in you as a person - this is a state-wide study," and "We send the results into the Central Office in Lincoln - so no one will see them here." (c) Does he or she think he or she has something to lose? Assure respondent that it will not hurt him or her to give the information and it will be a favor to you, since you are making a living at surveying. (In some instances, it's part of your education)

- (iii) Remarks which suggest that respondent will answer only if required by law to do so:

"Is it compulsory to tell you?"

"Do I HAVE to answer those questions?"

"Is this necessary?"

The interviewer should assure the informant that co-operation will be appreciated but that the giving of information is not mandatory. If the reason for refusal cannot be anticipated, use a number of appeals such as: "The results will be in statistical form." "Other families are co-operating." "The study is being made in towns and cities all over the state." "We are not interested in names." "It will take only about 50 or 60 minutes." etc.

- (iv) Questions indicating suspicion of the survey:

"Are you selling something?"

"What is the information going to be used for?"

"Who did you say this is for?"

"Why didn't you go next door?"

In this last case, a frank statement of the sampling process often satisfies the respondent. For example: "We just draw or choose one out of every thousand people in each county in the state at random, and yours happened to be the one we drew."

Occasionally the respondent becomes suspicious only after he has begun giving answers and realizes that he hasn't found out what it's all about. A suggested explanation might be: "My name is _____. I'm working for the University of Nebraska. They undertake many of this kind of survey all over the state to find out people's ideas. And you know the only way to find out what people think is to ask them. It's interesting, don't you think?" And then get on with the interview.

(v) Attempts to put off the interviewer.

"I never give out information until I've talked with my husband."

"Leave the blank and I'll look it over and let my husband see it."

"Leave the form and I'll mail it in."

In most such cases, the interviewer had better call again in the evening and explain the survey to the husband. It is more difficult for the husband to turn down the interviewer than it is to tell his wife that she should give the blank back to you and tell you that he (the husband) does not want to be bothered with such stuff.

(For suggestions as to how to deal with respondent who insists upon filling the form out himself, or insisting that he look the questionnaire over before he answers, see items 11 and 12 below.)

(vi) In opinion surveys, informants may lack confidence in their ability to "pass a test" on a subject. They will ask questions such as: "What kind of questions?" or "What is it all about?" Interviewers should NOT mention the specific subject of the survey until inside the house and immediately prior to the questions (as in the proper order in the questionnaire), since he may say that he knows nothing about it. If he were asked the questions, however, he might answer them all without realizing they were on the subject about which he had just professed ignorance. Sometimes the respondent says: "My opinions aren't worth anything," or "I don't read up on things much," or "Better ask someone else." The interviewer should explain that this is not a pool of experts, that these are not "right" or "wrong" answers, and that the surveyors just want to find out what average people think.

To be sure, many objections are unvoiced, but a keen interviewer will soon learn to recognize the symptoms and to answer objections which are on the informant's mind. If the more detailed explanation does not seem to satisfy the respondent, the interviewer should be able to sense this fact and should proceed with the interview without giving

any impression other than complete confidence that co-operation will be gladly given when the matter is fully understood. Very often, when respondents see the type of questions asked and the manner in which the replies are recorded, their resistance breaks down.

The process of "selling the interview" will depend to a large extent upon the interviewer's approach as well as upon the respondent. Some respondents can be appealed to by humor - "give the information to get rid of the 'pest' interviewer." By appearing amazed that anyone would refuse, the interviewer may make the respondent feel silly for holding out. Many devices for making friends and influencing people may be applied in securing the co-operation for the interview.

As a last resort, the interviewer can put away the questionnaire and say: "If you don't want to answer the questions, would you mind telling me how you felt about the earlier interview."

11. How to deal with the respondent who asks to be allowed to fill out the questionnaire himself.

Politely refuse, and thank him for his offer of help, but point out that the method of recording his answers is extremely complicated and that it would take hours to explain it to him. A suggested reply is: "That's very kind of you to offer to help me but I'm afraid that the method we use for recording your answers is rather complicated - in fact, it took me weeks to learn this job - and it would take a very long time to explain it. But I'm sure it wouldn't take very much of your time to run through the questions. "

As a last resort, you can shift the blame on to the Central Office by saying that your Central Office will not allow you to do this.

12. How to deal with the respondent who asks to see the questionnaire before he answers the questions.

Politely refuse, pointing out that there are a number of pages of written material, and that the way in which the questions are written is rather complicated and includes a lot of material which is not questions but instructions to you as the interviewer. Your reply might go something like this: "I hope you don't mind, but I think it would take up less of your time if I asked you the questions because this schedule is rather complicated and includes a lot of instructions to me as the interviewer which is scattered among the questions, and it would take quite a bit of time sorting it out."

13. Getting into the house of the respondent.

Every attempt should be made to complete the interview inside the respondent's house since such surroundings usually provide a more informal and conversational situation in which to conduct the interview.

It is to be expected that most respondents will invite interviewers into their homes without the latter prompting them. However, there will also be occasions when such is not the case and it is therefore suggested that interviewers might politely suggest that the interview be conducted inside the house in some such way as follows:

"This interview will go on for some minutes and you might be more comfortable if you could sit down while I ask you the questions." Or,

"If you don't mind a suggestion, this interview would be more comfortable for both of us if we could sit down."

"If it would not interfere with what you are doing, perhaps we could sit down while we fill this out?"

If the interviewer senses that a suggestion on his part to go inside might be met with some resistance on the part of the respondent (particularly in the case of male interviewers visiting women who are alone in the house), the interviewer might find it convenient to begin the questionnaire and ask a couple of the socio-economic questions, and then break off and say: "It occurs to me that it might be more convenient or comfortable for you if we finished these questions off inside?"

* * * * *

The Interview.

14. Privacy for the interview situation.

As a rule, the presence of a "listener" or witness is not conducive to frank, uninhibited responses. Neighbors, friends or relatives occasionally will be encountered in the home of a prospective respondent and though he may not be willing to admit that their presence disturbs him, the interviewer should either try to secure privacy or set another date for the interview.

A second essential condition of the interview is that there be no effective distractions or disturbing interruptions. Constant ringing of a telephone, people coming and going, the crying of a baby, loud-voiced conversations, and numerous other situations occasionally encountered may necessitate the postponement of the visit, since such a situation may lead the respondent to give inaccurate information unintentionally. On the other hand, it is often true that a housewife, for example, may give an excellent interview while carrying on routine household tasks such as ironing, washing dishes or stringing beans. The mere fact that the interviewer has offered to conduct the interview while such tasks are being performed may cause the housewife to agree to being interviewed. If the questions are interesting to her, she may stop working of her own accord and give full attention to the interview. The interviewer must try to sense situations and decide whether to go ahead or to make a return visit.

15. Eliminate social distance between Interviewer and Respondent.

At all costs avoid creating the impression that you are "talking down" to the respondent. Accept him as your equal.

Use appropriate language, manner and general approach depending on the type of respondent with which you are dealing. Pay deference to his interests, his hobbies, his mode of life, his point of view, his conventionalities, etc.

If a respondent offers you a cup of coffee (or better still tea!), accept with sincere thanks. A refusal on your part to do so might be interpreted by him as snobbishness!

A L W A Y S B E P O L I T E , I T P A Y S .

16. Talk Slowly at all times.

Because of the difficulty of the subject-matter of the interview, because of the long questions, because people have different accents and idiomatic speech, there will be plenty of opportunities for being misunderstood by the respondent. Constantly watch your speed in speech and check it to SLOW.

Remember! A misunderstood question will almost always give us a checkmark in a response category which is invalid.

17. Creating Rapport.

Because of the type of interview you will be conducting, a very important element in every interviewing situation is the personal relationship between the interviewer and the respondent. "Rapport" is the term used to designate the personal relationship of friendliness and trust that provides the foundation for good interviewing.

The impression made by the interviewer upon the respondent in the course of his introduction will to a considerable degree determine the rapport that will develop. The more natural the approach, the better. Simplicity of dress, a level of language suitable to the occasion, and sincere interest in his work and in his respondent's point of view will gain acceptance for the interviewer as a person to whom the respondent can talk on a basis of common understanding.

Sometimes the interviewer may feel that the introductory process alone has not established him firmly enough to proceed at once with the interview. The most common procedure in such cases is to talk about some topic in which both the interviewer and the respondent have an interest. Discussion of the weather, the latest football scores, or the respondent's garden, and making friends with the dog or children are some of the things which help ease the situation. A good rule in building rapport is to get the respondent started talking about things which he knows and in which he is interested.

Occasionally during an interview a question may be reached which breaks rapport because it causes embarrassment or because the respondent cannot answer it. It is often wise at such points to break away from the interview schedule and discuss something off the subject to allow the respondent to regain composure and to reassure him about the interview. It is important, however, that such topics be outside the scope of the questionnaire so that nothing the interviewer says will influence the rest of the interview.

Interviewers are frequently surprised at the suspicions which respondents entertain. In a survey of population fertility, for example, one respondent confessed to the interviewer that she thought the government was trying to find out how much room she had in her house so they might force her to house people working in a nearby munitions factory. Another respondent said she thought the survey was for the purpose of finding childless couples who could be compelled to adopt European refugee children. The more skillful the interviewer, the more likely he is to bring these suspicions into the open and to allay the fears which the respondent may be harboring.

Two things are necessary for a successful interview:

- (i) The respondent must think the survey worthwhile, and
- (ii) the respondent must have friendly feelings towards the interviewer.

It is not enough to get the respondent to answer the questions, the interviewer must get him interested and enthusiastic about the questions so that he gives accurate answers.

The introduction to the questionnaire, which has been written out for you, will, we hope, facilitate the achievement of the first above goal. We now give a few "Do's" and "Don'ts" to help you achieve the second goal.

18. Sincerity.

Flattering comments about the respondent's house, furniture, garden, children, pets, or prowess in some respect are good for developing rapport, BUT THEY MUST IMPRESS THE RESPONDENT AS BEING SINCERE ON YOUR PART. It is better not to make any flattering comments at all than to make them and convey the impression that you are saying them for the purpose of making an impression on the respondent.

19. Do not Argue with a Respondent:

NEVER, NEVER, NEVER disagree or argue with a respondent on any matter, whether it is related to the questionnaire or not! The best policy is to agree with the respondent on all occasions, but if there are some views expressed by a respondent with which you simply cannot agree, then make some ambiguous reply which either makes you appear to agree or is non-committal. Some suggested comments, to get you out of a hole are:

"That's certainly a point of view that ought to be considered."
 "I think many people would agree with you."
 "I've heard many people express the same view as yours."
 "Well, you know that had never occurred to me before."
 "There are certainly many points in favor of that point of view."
 "That point of view certainly needs some thinking over."

Remember! Our motto should be: "We seek to Understand, not to Judge!"

20. Be Calm and Composed at all times.

DO NOT SHOW surprise, anger, amusement or any other emotion from which the respondent can infer disagreement. This applies especially to his responses to the questions you ask him.

ALSO BEWARE of the intonation of your voice and your facial expression, - these may reveal sentiments of yours which will aggravate the respondent.

21. Don't talk too much:

Avoid talking too much. Avoid monopolizing the discussion. Avoid talking too much even when the respondent encourages it. In the last case, enter into the discussion by all means, but endeavor as soon as possible to bring the conversation around to the questionnaire without making it too pointed.

Too much talking wastes time and the more you talk, the more your own views will become apparent to the respondent, and if these are not in agreement with his, then it may reduce his friendly feelings towards you and ruin the interview.

22. Show Interest in Respondent:

Always show interest in your respondent and what he is saying. Never indicate you are bored by flipping through the pages of the questionnaire, or by abandoning him as your focus of attention. If the respondent is talkative and you would like to get him to return to the questionnaire, do not use the technique of showing boredom to do this! (See Item No. 23 below.)

Be a good Listener!

23. How to deal with Lengthy Digressions.

When you feel that a discussion has strayed far enough from the questionnaire, or has gone on long enough, try fully and unobtrusively to bring the discussion back to the questionnaire. Perhaps something the respondent says will have some remote connection with a topic covered in the questionnaire, when you might say: "Well, as a matter of fact, we have a question on that very point in the questionnaire. It will come up again in a minute." or "That's similar to a question we'll get to in a few minutes," or "That's very interesting and certainly very important in connection

with the question we're dealing with; Now.," or the interviewer may sum up what the respondent has been saying very briefly and then refer back to the question, as follows: "So you feel that. . . .now what about. . . ."

24. Keep Interview within reasonable time period.

Both in connection with digressions on the part of the respondent and with your own speed of administration of the questionnaire, it should constantly be borne in mind that all interviews should be roughly of the same duration.

The type of questionnaire which we shall be using will be one which leads to fatigue on the part of the respondent in many cases. Fatigue, on the part of interviewer and respondent alike, is an extremely important factor in reducing reliability of responses.

In order to keep fatigue to a minimum, and to hold it roughly constant in all interviews, the time period of the interview should be not less than _____ and not more than _____.

25. The "Smart-Aleck."

Try to be patient with this kind of respondent. Ignore his attitude at first and try to stress the importance and the seriousness of the project and our desire to secure his honest opinion. However, DO NOT assume the role of the school teacher reprimanding a naughty pupil!

If this does not succeed in changing his attitude, you might indicate to him that this is your way of earning a living, and your job depends upon completing successful interviews.

If you find it is impossible to make any impression on the respondent make an appropriate note on the Response Sheet, complete the interview and try hard to get as reliable responses to the sociometric questions as possible. (See: "Notes on Interviewing -2. Specific Instructions on Completing Questionnaire.")

26. Asking the Questions.

(a) Relaxed conversational atmosphere.

The interview should proceed on as informal and relaxed a plane as the degree of rapport permits, and the interviewer should avoid creating the impression that the interview is in any sense a quiz or a cross-examination. He should keep the schedule in sight during the interview, glancing at it before asking each question, and then putting the question to the respondent in a natural and conversational tone of voice. Each question should be asked in a manner implying that it presents an interesting topic and one about which a good conversation can be centered. Give respondent plenty of time for reply - tell him he can take his time.

(b) Use Same Wording for all Respondents:

Questions should be asked in the way in which they are worded on the interviewing schedule. As it is essential that the same questions be asked of each person interviewed, the interviewer should make no changes in the phrasing of the questions. Research and experience have shown that all people in a sample must be asked the same questions in the same way. People's answers are strongly influenced by the wording of a question. In order to be absolutely sure that an interviewer will not bias the results of the survey, the questions have been written out exactly as they must be asked.

(c) Use Same Order of Questions for all Respondents.

Questions should be asked in their proper order. Because the answer to one question tends to condition the answer to the next, the same order of questions should be followed each time.

(d) Omissions from Questionnaire.

It sometimes happens that a respondent amplifies his reply to a question in such a way that he anticipates the answer to one that appears later in the interview schedule. When this occurs, the interviewer should repeat the respondent's answer, given previously, when the appropriate question occurs on the questionnaire.

(e) If for any reason the interviewer finds it necessary to depart from the wording or the order of the schedule, he should make the appropriate notation on the Response Sheet. (See: "Notes on Interviewing - 2. Specific Instructions on completing Questionnaire.")**27. Stimulating Discussion.**

The interviewer should make no comments in the course of the interview that will influence the answers of the respondent. However, in order to obtain full discussion of the topics on the schedule and in order to bring to light the respondent's reasons for his particular opinions, the interviewer should make use of certain devices to encourage his respondent to talk. Such devices should be introduced casually and unobtrusively as a natural expression of interest in what the respondent is saying or is about to say. The following are some of the methods that have proved most successful in practice.

(a) An expectant pause on the part of the interviewer after the respondent has replied briefly to a question. This is often enough to convey the impression that the respondent has merely begun answering the question and will bring forth an amplification of the topic.

- (b) Brief Assenting Comments, such as "Uh-huh," "Yes," "I see," or "That's interesting," which are very natural to social conversation and fit into the interview very conveniently may be used frequently.
- (c) Neutral questions may also be used, if unobtrusively put, in order to elicit fuller responses. "Why do you think that is so?" "I'd be interested in your reason for that," or "Just how do you mean?" are examples of the type of questions that may be introduced in order to encourage the respondent to tell why he feels as he does.
- (d) Summarizing what the respondent has just said is an especially useful device for helping him clarify his attitudes and prompting him to enlarge upon his statement. Summaries should carefully follow the respondent's attitudes and reflect them in the light in which he sees them.
- (e) Repeating the question is a useful device when the respondent seems unable to make up his mind or when he strays away from the topic.

28. How to deal with Ambiguous Responses.

The dangers inherent in trying to clear up an ambiguous response are that the respondent may feel inferior when he cannot make himself understood, or that the interviewer is endeavoring to trap him in an inconsistency. Both of these impressions will tend to stifle free expression of opinion on the part of the respondent for the remainder of the interview.

Don't show the respondent that you are utterly confused. Try to give the impression that there is just some little point that is unclear to you.

Try to make some sense out of his response by reformulating it into the most likely point of view.

If your reformulation turns out to be incorrect, then apologize to the respondent and take all the blame for the misunderstanding.

For example: "Your point of view is then that . . . (Summary)," (Respondent rejects reformulation), then: "Oh! I see. Of course, how stupid of me!"

29. Respondent's Inconsistencies.

Avoid pointing these out to a respondent, unless you feel it may have been caused either by the respondent misunderstanding the question, or your misunderstanding his response. In such cases, pose the inconsistency to the respondent carefully. DO NOT convey the impression that you are trying to third degree the respondent, or to be superior by pointing out his illogicality.

A respondent should never be inconsistent, only misunderstood!!
Again, take the blame by saying that it is your fault for misunderstanding the response.

30. "Don't Know" Responses.

Since this response category has a peculiar "magnetic" quality for a large number of respondents, interviewers should make special efforts to be absolutely certain that a respondent really doesn't know, before checking this response category.

When a respondent says that he does not know or does not have an opinion on the question, the interviewer should know when to "force" an opinion on the question and when to accept the "Don't Know" reaction. Following are some of the reasons why persons say they do not know:

- (a) They may be thinking aloud - they may not have thought about the question before, but will reach a decision if given time.
Such persons say, for example: "Well, I don't exactly know. ."
- (b) Lack of information on the subject.
- (c) Lack of understanding of words or phrasing of the question.
Sometimes if the question is repeated, an answer will be forthcoming.
- (d) No conception of what the issue is, or what type of answer is expected. If repetition of the question fails to bring a response, this is usually the reason.
- (e) Inability to decide between alternatives. Such cases may merely require time.
- (f) Fear of possible consequences should the respondent's opinion come to the attention of persons in power over him. A guarantee of confidential treatment of responses may help in such cases.
- (g) Belief that it is not his province to hold an opinion on the subject - that it is up to those "in the know," or "in authority" to handle the issue. Such people should be encouraged to express their own views.
- (h) Hesitance at expressing an unpopular or minority view. The "Everybody has a right to his own opinion" line may be useful for such cases.
- (i) Fear of being wrong. The interviewer may obtain an explicit answer by remarks such as "there aren't any right or wrong answers; we just want to give people a chance to say what they think."

When all other efforts have failed, the interviewer may solicit an explanation by a comment such as, "Would you mind telling me why you feel you can't answer?" It is important to ascertain why the respondent has replied "Don't Know." When the reason for this response has been obtained, the interviewer may then use the appropriate technique listed above.

31. Recording Information.

Complete and specific instructions will be given for the procedures to be adopted in recording the information obtained during the interview. (See: "Notes on Interviewing - 2. Specific Instructions on Completing the Questionnaire!!")

32. Taking notes.

Each question on the interview schedule will have its appropriate response categories duly specified, so that the amount of note taking that will be required will be relatively small.

However, there are several places where space has been left for the inclusion of qualifications which the respondent makes to his response and for other comments which may be relevant.

As a general rule, everything that pertains to the objectives of a question should be noted down under the appropriate question number on the Response Sheet. Digressions may, however, be omitted if they have no bearing upon the question and contain nothing which serves to throw further light upon the respondent's attitudes toward the topic under consideration. The interviewer will have to exercise his judgment in deciding to what extent the contents of such digressions are relevant to the aims of the interview.

Any comments which the interviewer adds to the scheduled questions to obtain further insight into the respondent's thinking should also be jotted down. For purposes of analysis it is often desirable to differentiate between the part of a reply that was spontaneous and the part that came in response to the interviewer's prompting.

To obtain a faithful record of the respondent's attitudes, the interviewer should take notes on his replies to each question where necessary, numbering them consecutively. If the interviewer can take notes in shorthand, so much the better; if not, he must be sure that his necessarily condensed jottings accurately summarize the respondent's answers and in the respondent's own words. Besides recording the gist of the respondent's answer, the interviewer should also make an attempt to catch the phrases, tricks and peculiarities of speech characteristic of the particular person so that something of his individual personality will be reflected in the interview and give it color and animation. Even the most hastily taken notes should be sufficiently full so that the interviewer will be able to

reconstruct the answers as a true reflection of the respondent's opinions. Notes taken during an interview should be expanded immediately after so that a clear impression will be retained.

For the purposes of maintaining rapport, the interviewer should keep attention centered upon the respondent and not become absorbed in his notebook, nor should he pause too long in his notetaking while the respondent waits for the next question. With a little practice the interviewer can readily acquire the knack of taking notes deftly while at the same time he keeps the conversation moving. (Not apply to several questions where detailed verbatim notes are essential) It is important to review the notes after the interview and amplify.

33. Checking Response Sheet.

At the completion of the interview, the interviewer should make a thorough check of the Response Sheet in order to see that he has a response for every question on the questionnaire.

34. End of Interview:

Deciding when all pertinent information has been secured and the interview should be terminated requires experience and judgment. "No interview which is still yielding applicable facts should be summarily ended even though information sufficient to fill in the questionnaire has been obtained". . . . Since no time should be wasted, the interviewer must decide when he has obtained an adequate reply, and can leave.

The problem of achieving diplomatically a quick exit is not always an easy one. Once the informant has become thoroughly interested in the survey topic or in recounting her hopes or troubles to a willing listener, breaking off the interview may prove difficult. The plea of "an appointment" at a specified time in the near future is a plausible excuse for a seemingly hurried departure which frequently proves successful. By standing up and going toward the door as he thanks the informant, the interviewer can sometimes bring the interview to a close. If the respondent continues to talk, the interviewer may say he has quite a few calls to make but would like to come back sometime.

Whatever device is employed, the interviewer should leave the informant with a feeling of pleasure at having co-operated in a worthwhile undertaking, and with a willingness to be revisited in case "some points were overlooked."

At all events, remember to express thanks for their co-operation and help. Remind respondent that the report from the earlier visit will be sent in about a month.

35. Keep Responses Confidential.

In order to avoid even the slightest possibility of being accused of breaking faith with our pledge of complete secrecy and anonymity of respondent's responses, DO NOT discuss material covered in any interview with anyone outside the project staff.

Reporters, local politicians and V.I.P's, should be politely referred to the Central Office.

Our Motto: "Be Like Dad, Keep Mum!'"

NAIS 1965

NOTES ON INTERVIEWING

II. Specific Instructions on Completing an Interview

A. GENERAL INSTRUCTIONS

1. For each interview to be completed, the interviewer will
 - a. Sign up on the control sheet at Room 526 Nebraska Hall indicating an intent to obtain X interview, by checking out the RESPONDENT RECORD FORM for respondent X. (Out of town interviewers can arrange to do so by mail on the main project.)
 - b. Read over the "Summary of Respondent Characteristics" at the end of the RESPONDENT RECORD FORM. Clarify with project staff any points on which you may have questions.
 - c. Obtain an interview packet, including
 - 1) an Interview Schedule Face Sheet
 - 2) an Interview Schedule
 - 3) an Interviewer Rating Form
 - 4) any additional information on R's house location
 - d. (In practice the foregoing steps will be performed for several potential interviews at the same time, the number depending on the number of hours that the interviewer plans to spend during the following few days, the number of respondents still to be interviewed within the area of the state to which the interviewer plans to go, etc.)
 - e. Record on the RESPONDENT RECORD FORM, the interviewer's progress toward completing the interview, including
 - 1) under point 6, any additional directions from directories, other interviews, etc., about locating and contacting the respondent. Point 6C will indicate if it is possible to phone for an appointment.
 - 2) under point 7B, the date on which the RESPONDENT RECORD FORM was checked out from the office. (If a phone call is made, note date in point 7C. When the completed interview schedule is returned to the project office, note date in Point 7D.)
 - 3) Write name of interviewer, in pencil, at lower right corner of RESPONDENT RECORD FORM.
 - 4) Under Point 5, note progress at first and, if needed, subsequent visits, using the code categories listed following Point 5. For non-completed interviews coded k, fill out the temporary refusal form to indicate reason and circumstances. Unless it is a categorical refusal, this form will provide a basis for follow-up, in an attempt to complete the interview, possibly with another interviewer.

- f. When the interview is completed, the INTERVIEW SCHEDULE FACE SHEET should be completed, in the following way.
 - 1) transfer information to the top of the face sheet, from the RESPONDENT RECORD FORM.
 - 2) use Area A, for notes that may be helpful in locating the respondent or rescheduling the remaining portion of a split interview.
 - 3) use Area B, for messages to project staff, especially calling attention to questions the interviewer may have raised on through the interview schedule.
 - 4) use Area C, to keep a record of the steps between completion of the interview and checking the completed schedule into the project office.
 - 5) areas D and E, will be used by coders and key punch operators during the processing of the schedule.
2. Ask questions in order. When unavoidably changed, note how and why.
3. Anticipated questions. When respondent, in answering an earlier question, also answers a later question, note his reply in appropriate section, and that he anticipated it. When later question comes up, summarize the reply so R can either confirm, modify or reject.
4. Ask questions as worded. Where substantially different wording is necessary, note this in schedule under the question.
5. Recording answers. Your purpose as an interviewer is to record accurately, completely, and briefly as possible, the answer that the respondent gives to each question in the schedule. This requires, of course, that the question be as clear as possible, that you understand the question, and that you record the answers effectively. We have provided pre-coded responses where this was possible and space to write replies where this seemed best. No matter what we have provided by way of form for a reply, its purpose is to help you obtain and record an effective reply, one that will convey R's meaning to someone besides yourself. For each question this process can be aided by the following:
 - a. Make sure you understand the question
 - b. Know the wording of the question so you can concentrate on saying it as naturally, clearly, distinctly and meaningfully as possible
 - c. For pre-coded questions, neatly and accurately check, or write in, the appropriate category number. Where this is not sufficient to convey the meaning of R's response, add a note under the question or on the opposite page next to the question. (Clearly indicate with which question each note goes)
 - d. For open ended questions, record the essence of what R said in response to the question, using his phraseology and wording wherever possible. If long reply is relevant, note it in some detail, using back of previous page (left hand sheet) and additional paper if needed.

- e. If probe seems needed, but has not been provided, think in terms of the purpose of the question. Make probes as natural as possible. Note both the probe and the subsequent reply. The judgments you will have to make on the interview rating ~~form~~ will sometimes help suggest a useful probe.
- f. Make a note of it, whenever you use a probe, either provided by us or created by you.
- 6. Interviewer Reactions. It is essential that you remain as neutral as possible during the interview. Many R's will be looking for even subtle signs of approval or disapproval from you. Remember, we seek to understand, not to judge!
- 7. Branching of questions. From looking over the interview schedule it should be clear that not all questions are to be asked of any one R. To facilitate moving through only questions that do apply, we have provided "branching instructions" at the points where there is an option. Each "B" note says in effect . . . "for all people who are in X category (or who answered this question in a certain way), go directly to question Y. Questions marked by * or ** are to be asked of only part of the total R's. (See more detail on branching in the section on Organization of the Interview Schedule).
- 8. Don't know responses. When an R answers don't know or the equivalent, it is important to find out tactfully if they really don't know or if this is just a way of giving themselves time to think the question through or mildly trying to avoid doing so. If the person really doesn't know, this is an acceptable response and for pre-coded items should be checked NA 9 for no answer). If it would seem that R should have information or an opinion, an expectant look, a short pause, a neutral comment to provide time to think, a rephrasing of the question or a gentle probe will usually bring forth a valid response. Don't press too hard, however. R's will tend to give an answer (opinion type questions especially) just to get off the spot and an erroneous response is worse than an NA.
- 9. Uncompletable interviews. There will, of course, be some instances where the interview cannot be completed, because you can't find the house, no one ever answers the door, or the R is deceased or too sick to be interviewed. In these instances note this information on the face sheet. In the case where the R died or left home, the number of adults in household would be decreased by one and, if any remain, a new R selected by the selection chart on the face sheet. In some instances, however, the R will be unable to cooperate fully, because of physical condition or personality (a smart aleck). In these instances, rapidly complete the schedule, noting especially the demographic information (age, occupation, education, etc.) and note R's behavior on the interviewer rating form.

B. PHONE CALLS TO RESPONDENTS

- 1. It will be possible to call some R's who were most cooperative in the earlier study to make an appointment.

2. In general, calls will be made by the person who plans to conduct the interview.
3. In making the call, say, in effect (use your own words):

"Hello, is (respondent) there?" (if speaking, continue. If there, talk with; if not, talk with any other adult residing in the household). "This is (person calling). I'm working on a University of Nebraska survey; I believe they wrote to you about it a week or so ago. (pause briefly for some kind of confirmation). I'm in the area now and thought I'd call and see if it would be convenient for me to stop by and visit sometime (indicate preferred time)? (If the R seems cooperative and receptive, make an appointment. If not, and if objections are raised try to deal with them tactfully. If R seems about to decline the interview, say something like. . .)

"Yes, I understand. I just thought I'd call and see if there was some time that was more convenient, for you. Thank you very much. Good Bye." (then continue the conversation on the door step of R's house).

4. If the person indicates some resistance to the idea of being interviewed, tactfully try to reassure him and determine the basis for this. We can then follow-up more effectively.

C. PROCEDURES

1. No answer at door - wait a while before knocking or ringing again. Then try a second or third time. On the chance that someone is home but did not hear you, possibly due to the radio playing, knock or ring at side or back door. If no one seems to be home, and if convenient, check with a neighbor to find out when the R will most likely be home, and note this on the Record Form.
2. Non-existent address - If on the listed street and near or in the block, check with people who live there, for directions. In smaller towns or rural areas, check informally at the post office or county extension service office at the county seat. If still no luck, check back at project office.
3. Change in wording - If it is necessary to alter the wording of a question, or to rephrase it so that the R will better understand, make a note of the wording you used, in the margin or on the back of the preceding page.
4. The "smart aleck" - Since this is a reinterview of persons whom we successfully interviewed before, it is not necessary to obtain responses to any specific questions in case the interview must be terminated before it is completed.
5. Deceased Respondent - Just try to find out approximately what year and month the R died.
6. Sick Respondent - If short term, obtain estimate of when R would be available for interview. If long term, (for main project, not well enough until after May 15th, note this and we'll probably not try again this time around.)

- D. INTRODUCTION TO THE INTERVIEW--The first few minutes of contact with an R are very important and should go as smoothly as possible. There are several steps that should occur quickly and smoothly in a very few minutes. You should make certain you're talking with the person you want to interview, introduce yourself, identify the purpose of your visit, give R a chance to gain composure and to ask you in for the interview. The following statements are examples of what you might say at various points in the introduction. You will want to adapt what you say to changing circumstances. Remember that the primary purpose of this period is to establish rapport, to encourage R to enter the interviewing experience in a spirit of cooperation and interest.

1. Opening statement

"Good (evening), is (respondent) here? (When talking with R) I'm from the University of Nebraska. I believe you received a letter from them a week or so ago, asking if I could call on you? (pause for reply) We're working on a survey of the whole state of Nebraska, and I'd like to get a few of your ideas."

"Oh, here's my identification card." (Give R a chance to look at the card and more importantly reflect on the situation and decide to ask you in) "By the way, my name is _____."

2. WORDS TO AVOID

WORDS TO USE

- | | |
|---|---|
| a. research, study, report,
inquiry, investigation..... | survey |
| b. average people..... | cross-section of people |
| c. interview schedule..... | guide |
| d. want to ask you some
questions | need to learn more about
Nebraska communities |
| e. may I interview you | we'd like to get some of
<u>your</u> ideas |
| f. how we can improve conditions
under which people live | how Nebraska might
become an even <u>better</u>
place in which to live. |

3. If R asks what the purpose of the survey is, say . . .

"The survey is trying to find out what a cross-section of Nebraskans think about how Nebraska might become an even better place in which to live."

4. If R wonders why he was chosen, say . . .

"I think you'll be interested in how you were chosen as one of the more than 1,000 Nebraskans we're visiting with. You see, in trying to find out what people all over the state think, we don't talk with everyone, but we try to talk with men and women of different ages and in all walks of life, just as they do in the Gallup surveys."

What we did was to get lists of all the people living in various counties throughout the state, and we ran down these lists, choosing about one out of every thousand names at random, and it turned out that your name was one of the ones we picked."

5. If R says . . . "I'm too busy. Why not talk with someone who's not so busy. . . say
 - a. "This won't take too long, and I think you'll find it very interesting."
 - b. (If R persists) "I realize you're busy. We wish we could sometimes, it would make this job somewhat easier. But, we want to talk with a real cross-section of Nebraskans and if we did talk with the person next door who's not so busy, what we'd have is the ideas of just those Nebraskans who aren't very busy!"
6. If R says . . . "I'm very busy, how long will this take, say . . .
 - a. "It varies from person to person. If you're short for time, let's get right to work on this and it won't take too long."
 - b. (If pressed, say) "Oh, probably up to an hour or so, depending on how fast we move along."
7. If R starts complaining about his "pet peeve" . . . indicate that this survey is a wonderful way of getting his views known.
8. If R fails to ask you in, ask . . . "Where would it be most convenient for us to talk?"
9. If R asks, mention that a summary of the survey will be sent to all who have cooperated, that it is at the printers now.
10. If R clearly is not going to be interviewed, as a last resort, put the schedule away and say . . .

"Thank you very much for your cooperation last time; we really appreciated it. We'll be sending the book along in a few weeks. Good Bye."

E. CLOSING THE INTERVIEW

After the last question has been asked and answer recorded, there are several steps remaining to get you back out to the car and on your way.

1. Indicate that the questions are all over, probably by closing the notebook and putting the pencil away.
2. Provide a brief period of informal conversation about the experience, so that if R wishes he may bring up any points he feels strongly about either about the topics discussed or the experience of being interviewed.
3. Thank R warmly for his cooperation, expressing how much we appreciate the time and effort he has contributed to making Nebraska an even better place in which to live.
4. If R has questions about the project, the Continuation Center or the University, answer them as best you can. Make a note of important unanswered questions and we'll write to them.
5. Do not tell R the names of any R's and if he asks, reassure him that you will tell no one that you talked with him.

6. If R asks about the report from the earlier visit, indicate that it will be mailed in the next month, that it has taken this long to summarize the ideas of more than 1,000 people.
7. If when you have completed the interview you have the feeling that there may be some gaps in your notes, take the time there to quickly review and fill them in.

F. ORGANIZATION OF THE INTERVIEW SCHEDULE

The interview schedule has been prepared to make it easier for the Interviewer to accurately record information. In organizing the schedule, several standard procedures have been used that should be well understood by each Interviewer. Some of the major procedures and symbols related to the flow of questions during the interview are listed below.

1. R - the capital R means respondent, the person being interviewed.
2. I - the capital I means interviewer (you)
3. ITEM - the term item refers to each question or other means of acquiring information, including both the question and the categories or other means of recording a response.
4. CAPITALS - with few exceptions, material all in capital letters is instructions to the interviewer and is not to be said to the Respondent. Many of these instructions relate to the process of branching by which each Respondent is asked only those questions (Items) that apply to him.
5. BRANCHING - the process of skipping over the questions (Items) that do not apply is facilitated by the following symbols and procedures.
 - B - the capital letter B, stands for the word branch or "to go".
 - Q - the capital letter Q, stands for the word question. They are usually used together in parenthesis to the left of a response category for a pre-coded question, as illustrated in the following example.

274. Do you own any widgets?

Yes1()
(B to Q. 280) No2()

(In this example, R's who own widgets should be asked Q. 275-279 that apply only to widget owners. For R's who do not, the Interviewer (I) is reminded as he checks the No bracket for Q.274, to skip on to Q. 280)

INDENTING - As a way of helping to remind the I. that a given question is to be asked of only the R's who gave a certain answer to the preceding Q or series of Q's, the Q to be asked of only some of those responding to the previous question is indented several spaces.

(IF YES) - Another way in which the R's to whom a Q is to be asked is indicated, is by (IF YES) or (IF NO) following the Q number but preceding the question.

* - The asterisk is also used before the Q number to indicate that that question is to be asked of only some of the respondents. In general, all Q's that begin at the left margin and are without an asterisk are to be asked of all R's.

6. **OPEN-ENDED ITEMS** - Some of the items are asked in a form that does not specifically anticipate the content of the response. In almost all instances these open-ended items will be followed by one or more horizontal lines that indicate the amount of detail that should be recorded for each open-ended item. If insufficient space was provided, use the margin and back of the preceding page.
 - a. **POST CODING BY CODER** - Responses to all open-ended items require post-coding by someone. All items that can be coded as well or better by someone other than the interviewer will be post coded by a coder in the project office. For some of these items, the code categories appear in the schedule, set off from the items by two horizontal lines and identified at the upper left corner of the box by the phrase **POST CODE** in capitals. Those items to be post coded by a coder have a C (for coder) preceding the phrase **POST CODE** (e.g. C-POST CODE)
 - b. **POST CODING BY I** - For some items it is important that the interviewer do the post coding, because he has the most complete and accurate knowledge upon which to select the appropriate category and because knowing that he will later post code the item, sensitizes him to obtain sufficient information during the interview to be able to do so. In some instances the I can not only record responses to open ended items but also check or enter a post code category in the appropriate brackets. In other instances this will occur after the interview is complete and the I has left the premises. In the later instances, the post-coding can be done in the process of reviewing and editing the schedule to assure accuracy and completeness.
7. **PRE-CODED ITEMS** - Most of the items are set up in pre-coded form, especially for the main project. In pre-coded items, following the question, along the right margin of the page, is a series of responses. The phrases listed in the series of responses, stand for the range of responses that we expect from all respondents. In most instances we expect that what the R says in response to the question will clearly fit into one of the pre-coded list of phrases.
 - a. **COMPLETENESS** - In some instances we can anticipate all of the possible responses (e.g. number of hours per day a person spends on some activity). In other instances, we can anticipate only most of them. In these later cases, there is usually an "other" category, with a line extending to the left on which the I should specify the unanticipated response. For all items, when the pre-coding does not provide an opportunity to accurately record the R's answer, write in his comments in the margin or on the back of the preceding page, and bring this to the attention of the project staff.

- b. QUED and NON-QUED - Some pre-coded items, list the alternative responses in the wording of the question (e.g. Do you attend movies frequently, sometimes, or almost never?) These are Qued items, because you provide a list of Ques from which the R selects the one that he considers most accurate. For the Non-Qued items, the R asks the question in open-ended style but records the response in the pre-coded categories (e.g. About how many times a month do you attend the movies?) If the pre-coded categories are not included in the form of the question, they should not be read by the I. However, when the R has answered, if his answer fits into one of the pre-coded categories, then it should be recorded. If not, the I should obtain clarification so that an accurate response can be recorded either in the pre-coded categories, in the other category, or in an open-ended type note in the margin.
- c. RECORDING RESPONSES - In most pre-coded items, the response should be recorded by placing a horizontal line clearly in the brackets to the right of the phrase that applies. (——) The key punch operator will then punch the number to the left of that bracket into the column of the IBM card to which that item has been assigned, as indicated by the number to the right of column of brackets for that item.

G. TIME SPENT ON THE PROJECT

It is in the interests of both the project timetable and the project budget, that the interviewing be completed as soon as possible. However, because the interview is the most crucial link in the entire project, it is essential that each interviewer spend sufficient time on each interview. This applies to time spent before, during and after visiting with the respondent.

Before you meet the respondent, it is important to make certain that your interviewing materials are in order, that you are familiar with the general background information on the respondent, and that you have scheduled your time to arrive at R's home at a time when he or she is most likely to be available for an interview.

During the interview, it is important to take sufficient time to establish rapport so that the R cooperates as fully as possible in providing the requested information. During the interview, the pace should be fast enough so that the R's interest is maintained, but slow enough so that the R feels relaxed and the I records complete and accurate information. At the conclusion of the interview, the departure should be paced to allow the R to express some additional ideas if he wants, and to provide the R with as positive an attitude as possible toward the interview.

After the interview, when the I has returned to his car, room, etc. it is important to review the schedule for completeness, accuracy and legibility, to do the post coding to be done by the interviewer, and to complete the interviewer rating form.

Interviewers can contribute to the efficiency of the interviewing effort, and can keep costs down, by selecting larger blocks of time for interviewing, by planning a series of interviews in a given time period in a way that allows substitution, and by skill in completing interviews at the first visit and in arranging appointments for call backs.

It is anticipated that each interviewer will average at least ten hours per week on interviewing during the main project. There is no maximum number of hours other than the limits set by available R's to be interviewed, and the I's personal time commitments to job, family, and to college course work. For college students, course work comes first, even if it necessitates withdrawing from the project.

**APPENDIX B: SECTIONS OF THE INSTRUMENT UTILIZED
IN THE PRESENT THESIS**

SECTIONS OF THE INSTRUMENT UTILIZED IN THE PRESENT THESIS

The questionnaire used in the Nebraska Adult Interest study was comprehensive. The length of interviews ranged from forty-five minutes to three hours. It included questions relevant to interests of three researchers. The questions of interest to the present study have been selected from the entire schedule and are reproduced here.

The interviewer rating form at the end of the questionnaire was filled out by the interviewer just after leaving the interviewee. As each schedule was examined, this form was used to evaluate the quality of the data itself. For example, if the questionnaire seemed incomplete or incoherent, the researcher could examine the rating form and find evidence of a difficult interview situation.

The rating form also served another function. It kept the interviewer alert to his own keenness as an observer and as an objective party in the interview.

INFORMATION SEEKING

ISSUE I: Taxation

Now...I'd like you to think over some of your activities during the past two weeks...people you've talked to...things you may have seen or heard about the issue of changing the state tax base from property tax to some other method of taxation.

1. Did you talk with anyone about this? Yes.....2() 30
No1()
NAS()

a. (IF YES, ASK:)

To whom did you talk?

(PLACE IN BRACKETS THE
NUMBER OF PERSONS IN THAT
CATEGORY WHO WERE MENTIONED.
IF NONE, LEAVE BLANK)

(How many conversations
with each?)

spouse.....() 31
children.....() 32
brother/sister.....() 33
other relative.....() 34
male friend() 35
female friend() 36
sales person.....() 37
professionals (tchr., lwyr.,
cnslr.).....() 38
co-worker() 39
employer (supvr. prsnl.)...() 40
group or organization() 41
other() 42

(specify)

(specify)

2. Have you heard any speakers who made comments about this topic?

Yes.....1() 43
No0()
NAS()

(IF YES, ASK:) Could you give me their names
or positions, please?

(RECORD THE
NUMBER OF
SPEAKERS IN
BRACKET 44) () 44
IF 9 OR MORE
CODE 9

3. Did you see or read any newspaper ads or articles?

(IF YES, ASK:) About how many?

no.....1() 45
1-22()
3-43()
5-64()
7-10.....5()
more than 10.6 ()
NAS()

4. Did you see or read any magazine ads or articles?

(IF YES, ASK:) About how many? no.....1() 46
 1-22()
 3-43()
 5-64()
 7-10.....5()
 more than 10...6()
 NA.....S()

5. Have you seen or read any books about this issue?

(IF YES, ASK:) About how many? no.....1()
 13()
 24()
 3-45()
 more than 4 ...6()
 NA.....S()

6. Have you seen any TV programs or commercials about changing Nebraska's tax structure?

(IF YES, ASK:) About how many? no.....1()
 1-22()
 3-43()
 5-64()
 7-10.....5()
 more than 10...6()
 NA.....S()

7. Have you heard any radio programs or commercials?

(IF YES, ASK:) About how many? no.....1()
 1-22()
 3-43()
 5-64()
 7-10.....5()
 more than 10...6()
 NA.....S()

8. Have you received anything directly through the mail other than newspapers or magazines?

(IF YES, ASK:) About how many separate pieces of mail? no.....1()
 1-22()
 3-43()
 5-64()
 7-10.....5()
 more than 10...6()
 NA.....S()

9. Have you gotten information in ways that we've not mentioned about the tax issue?

(IF YES, ASK:) What ways?

Yes.....3()

No1()

NA.....S()

POST CODE

10. Of all the sources of information and advice you've mentioned, which one do you prefer as a source of information about Nebraska's state problems?

(NOTE: RESPONDENT MUST CHOOSE ONLY ONE SOURCE.)

SPOUSE01()
 CHILDREN02()
 BROTHER/SISTER03()
 OTHER RELATIVE04()
 MALE FRIEND.....05()
 FEMALE FRIEND.....06()
 SALES PERSON07()
 PROFESSIONALS (TCHR.,
 LWYR., CNSLR.).....08()
 CO-WORKER.....09()
 EMPLOYER (SPVSR.,
 PRSNL).....10()
 GROUP OR
 ORGANIZATION.....11()
 SPEAKERS12()
 NEWSPAPERS13()
 MAGAZINES.....14()
 BOOKS.....15()
 TELEVISION16()
 RADIO17()
 DIRECT MAIL.....18()
 OTHER.....19()

I. POST CODE: RECORD IN
 COLUMN BRACKETS 54 AND
 55 TWO DIGITS FROM THE
 CATEGORY CHECKED.

(IF RESPONDENT GIVES A CHOICE IN Q. ____ BACK ON PAGE ____ DEALING WITH WHO THEY TALKED WITH, OF PEOPLE OTHER THAN FAMILY OR RELATIVE, THEN PROCEED WITH Q. ____ IF NOT, GO TO Q. ____.)

11. You've said you talked to and got information from _____
 (PERSONS MENTIONED IN Q. ____) during the past two weeks about
 Nebraska's tax problems.

(IF RESPONDENT HAS GIVEN MORE THAN ONE PERSON ASK Q. ____, IF ONLY ONE, GO TO Q. ____.)

12. Which of these persons have given you the best information or advice about Nebraska's tax problems? (ROLE OF PERSON DESIGNATED)

13. In general, what did you talk about? _____

19. About how much formal education does he/she have?

less than 8th grade....1()
 some high school.....2()
 high school graduate ..3()
 post H. S. ed. other
 than college.....4()
 some college5()
 college degree (4
 years).....6()
 masters degree7()
 doctorate.....8()
 don't know ..0()
 NAS()

20. What does he/she do for a living?
 (OCCUPATION OF HUSBAND IF WIFE IS
 NOT EMPLOYED)
-
-

21. How concerned is this person about the
 improvement of the state tax structure of
 Nebraska...very concerned...fairly concerned...
 not very concerned...not at all concerned?

very concerned4()
 fairly concerned3()
 not very concerned2()
 not at all
 concerned1()
 NAS()

22. How up-to-date would you say
 this person's views of problems
 in state government taxation are
 ...very up-to-date, fairly up-to-
 date...not very up-to-date...or
 not at all up-to-date?

very4()
 fairly3()
 not very2()
 not at all1()
 NAS()

INFORMATION SEEKING

ISSUE II: Women Working

Now...I'd like you to think over some of your activities during the past two weeks or so...people you've talked to...things you may have seen or heard about women who are employed outside the home. (IF R SEEMS HESITANT OR CONFUSED USE THIS PROBE: FOR EXAMPLE, PROBLEMS OF AVAILABILITY OF JOBS, CREDIT FOR EFFORT ON THE JOB, ADVANCEMENT, PAY, ACTIVITIES OF WORKING WOMEN, ROLE OF WOMEN, STATUS OF WOMEN, ETC.)

1. Did you talk with anyone about this? Yes.....2()
 No1()
 NA.....S()

(IF YES, ASK:)

To whom did you talk?

(PLACE IN BRACKETS THE NUMBER OF PERSONS IN THAT CATEGORY WHO WERE MENTIONED, IF NONE, LEAVE BLANK)

(How many conversations with each?)

spouse ()
 children ()
 brother/sister ()
 other relative ()
 male friend..... ()
 female friend..... ()
 sales person ()
 professionals (tchr.,
 lwyr., cnslr.) ()
 co-worker..... ()
 employer (supvsr.,
 persnl.)..... ()
 group or organization... ()

 (specify) other..... ()

 (specify)

2. Have you heard any speakers who made comments about this topic? Yes.....1()
 No0()
 NA.....S()

(IF YES, ASK:) Could you give me their names or positions, please?

RECORD THE NUMBER OF SPEAKERS IN BRACKET 25.
 If 9 OR MORE, CODE 9.

3. Did you see or read any newspaper ads or articles?

(IF YES, ASK:) About how many?

no.....	1()
1-2	2()
3-4	3()
5-6	4()
7-10.....	5()
more than 10...	6()
NA.....	S()

4. Did you see or read any magazine ads or articles?

(IF YES, ASK:) About how many?

no.....	1()
1-2	2()
3-4	3()
4-6	4()
7-10.....	5()
more than 10...	6()
NA.....	S()

5. Have you seen or read any books about this issue?

(IF YES, ASK:) About how many?

no.....	1()
1	3()
2	4()
3-4	5()
more than 4 ...	6()
NA.....	S()

6. Have you seen any TV programs or commercials about women and their activities outside the home?

(IF YES, ASK:) About how many?

no.....	1()
1-2	2()
3-4	3()
5-6	4()
7-10.....	5()
more than 10...	6()
NA.....	S()

7. Have you heard any radio programs or commercials?

(IF YES, ASK:) About how many?

no.....	1()
1-2	2()
3-4	3()
5-6	4()
7-10.....	5()
more than 10...	6()
NA.....	S()

8. Have you received anything directly through the mail other than magazines or newspapers?

(IF YES, ASK:) About how many separate pieces of mail?

no.....1()
 1-22()
 3-43()
 5-64()
 7-10.....5()
 more than 10.....6()
 NAS()

9. Have you gotten information in ways that we've not mentioned about opportunities for working women? Yes.....3()
 No1()

(IF YES, ASK:) What ways?

POST CODE

10. Of all the sources of information and advice you've mentioned, which one do you prefer as a source of information about activities of women outside the home?

SPOUSE.....01()
 CHILDREN.....02()
 BROTHER/SISTER.....03()
 OTHER RELATIVE.....04()
 MALE FRIEND05()
 FEMALE FRIEND06()
 SALES PERSON.....07()
 PROFESSIONALS (TCHR.
 LWYR., CNSLR.) ...08()
 CO-WORKER09()
 EMPLOYER (SPVSR.,
 PRSNL)10()
 GROUP OR
 ORGANIZATION11()
 SPEAKERS.....12()
 NEWSPAPERS.....13()
 MAGAZINES14()
 BOOKS15()
 TELEVISION.....16()
 RADIO17()
 DIRECT MAIL18()
 OTHER19()

I. POST CODE: RECORD IN
 COLUMN BRACKETS 35 & 36
 THE TWO DIGITS FROM THE
 CATEGORY CHECKED.

(IF RESPONDENT GIVES A CHOICE IN Q. ___ BACK ON P. ___ DEALING WITH WHO THEY TALKED WITH, OF PEOPLE OTHER THAN FAMILY OR RELATIVE THEN PROCEED WITH Q. ___ FOLLOWING. IF NOT, GO TO Q. ___.)

11. You've said you talked to and got information from _____
(PERSON(S) MENTIONED IN Q. __ on P. __) during the past 2 weeks
about women working outside the home.

(IF RESPONDENT HAS GIVEN MORE THAN ONE PERSON, ASK Q. __, IF ONLY ONE, GO TO Q.)

12. Which of these persons have given you the best information or advice about employment of women outside the home?
(ROLE OF PERSON DESIGNATED)

13. In general, what did you talk about?_____

14. About how long did you talk?
- | | |
|----------------------|------|
| a few minutes | 1() |
| about 30 minutes.... | 2() |
| about one hour..... | 3() |
| 2-3 hours | 4() |
| 4-9 hours | 5() |
| 10-19 hours | 6() |
| 20-29 hours | 7() |
| 30 or more | |
| hours..... | 8() |
| NA | S() |

15. As a result of this conversation...would you say you changed your mind about employment of women outside the home?
- Yes.....3()
don't know....2()
No1()
NA.....S()

- a. (IF YES, ASK:) What sort of change?

16. How well do you know this person?
- close friend.....5()
fairly close
friend4()
acquaintance
(non job).....3()
co-worker (not close
friend).....2()
had not met before..1()
other.....9()

(specify) NAS()

17. Is this person a man or a woman?
- | | |
|------------|-------|
| man..... | 1 () |
| woman..... | 2 () |
| NA..... | S () |

18. About how old is this person?
- under 15 years1()
 15 to 20 years2()
 21 to 30 years3()
 31 to 40 years4()
 41 to 50 years5()
 51 to 60 years6()
 61 to 70 years7()
 71 or older.....8()
 NAS()
19. About how much formal education does (he/she) have?
- less than 8th grade1()
 some high school.....2()
 high school graduate.....3()
 post H. S. ed. other than college.....4()
 some college5()
 college degree (4 years).....6()
 masters degree.....7()
 doctorate.....8()
 don't know0()
 NAS()
20. What does (he/she) do for a living? (OCCUPATION OF HUSBAND IF WIFE IS NOT EMPLOYED.) _____
-
21. How concerned is this person about the improvement of the woman's role outside the home...very concerned...fairly concerned...not very concerned...not at all concerned.
- very concerned....4()
 fairly concerned..3()
 not very concerned.....2()
 not at all concerned.....1()
 NAS()
22. How up-to-date would you say this person's views of woman's role outside the home are...very up-to-date...fairly up-to-date...not very up-to-date...not at all up-to-date.
- very.....4()
 fairly.....3()
 not very.....2()
 not at all.....1()
 NAS()

OPINION LEADERSHIP

ISSUE I: Taxation

1. Do you feel you are generally regarded by your friends and neighbors as a good source of information or advice about Nebraska's tax problems? Yes.....3()
No1()
NAS()
2. Compared with your circle of friends, are you more likely or less likely to be asked for advice or opinions about whether the state tax base should be changed? more likely....5()
about the same, don't know....3()
less likely....1()
NAS()
3. About how often do people ask you for advice or opinions about whether or not the main source of state taxes in Nebraska should be changed? Would it be several times a week...about once a week...once or twice a month...less than once a month...or almost never? several times a week5()
about once a week4()
once or twice a month.....3()
less than once a month.....2()
never, or don't know1()
NAS()
4. When you and your friends discuss new ideas about solutions for Nebraska's tax problems, what part do you play? Do you mainly listen or try to convince them of your own ideas? mainly listen.....1()
try to convince them3()
NAS()
5. Which happens more often...do you tell your friends and neighbors about something you've heard or seen about the Nebraska tax issue or do they tell you about what they've read or heard? I tell them3()
about the same....2()
they tell me.....1()
NAS()
6. About how many people you know, look to you for advice or opinions about whether or not the state tax base in Nebraska should be changed? none.....1()
12()
23()
34()
4 or more5()
NAS()
7. Thinking back to your last discussion about the State tax base in Nebraska, were you asked for your opinion or did you ask someone else? asked for opinion.3()
asked someone else.....1()
NAS()

OPINION LEADERSHIP

ISSUE II: Women Working

1. About how often would you say people ask you for advice or opinion about the problems and opportunities for employment of women in jobs outside the home? Would it be several times a week...about once a month...once or twice a month...less than once a month...or almost never?
 - several times a week.....5()
 - about once a week4()
 - once or twice a month.....3()
 - less than once a month.....2()
 - almost never, or don't know1()
2. Compared to your circle of friends ...are you more likely or less likely to be asked for advice or opinions about the problems and opportunities of women for employment outside the home?
 - more likely5()
 - about the same, don't know3()
 - less likely1()
 - NAS()
3. Do you feel that you are generally regarded by your friends and neighbors as a good source of information or advice about the problems and opportunities for women working outside the home?
 - Yes3()
 - No.....1()
 - NAS()
4. When you and your friends discuss job problems and opportunities for women, what part do you play? Do you mainly listen or try to convince them of your own ideas?
 - mainly listen1()
 - try to convince them....3()
 - NAS()
5. Which happens more often...do you tell your friends about something you've seen or heard about problems or opportunities of women employed outside the home or do they tell you what they've seen or heard?
 - I tell them3()
 - about the same.....2()
 - they tell me.....1()
 - NAS()
6. About how many people you know look to you for advice or opinions about the problems and opportunities for employment of women in jobs outside the home?
 - no one.....1()
 - 1 to 3 persons.....3()
 - 4 or more persons5()
 - NAS()
7. Thinking back over your last discussion about the problems and opportunities for women employed outside the home, were you asked for your opinion or did you ask someone else?
 - asked for opinion3()
 - asked someone else.....1()
 - NAS()

6. a. There's not much use in worrying about things...what
will be, will be3()
- b. When things don't go well, I try to figure out what I
have done wrong.....1()
NAS()
7. a. This world is run by the few people in power, and there's _____
not much the little guy can do about it.....3()
- b. The average citizen can have an influence on government
decisions.....1()
NAS()

ISSUE INTEREST

ISSUE I: Taxation

1. How satisfied are you with the kinds of taxes the state asks you to pay at the present time?

(PROBE: FOR EXAMPLE, PROPERTY TAX
GASOLINE TAXES, CIGARETTE OR LIQUOR
TAXES.)

satisfied1()
don't know, no opinion...2()
generally dissatisfied...3()
extremely dissatisfied...4()
NAS()

2. Do you think there needs to be a change in Nebraska's state tax structure...the things which will be taxed as a main source of state taxes?
- Yes3()
don't know.....0()
No.....1()
NAS()

3. Have you recently changed any of your ideas or made any decisions about how the state should spend your tax money or how they should raise the money needed for projects in the state?
- Yes3()
No.....1()
NAS()

(IF YES, ASK:) How have your ideas changed or what decisions have you made?

4. Do you feel it is very important, fairly important, slightly important, or not important at all to be up-to-date on problems of taxation and spending which face the Nebraska Unicameral legislature during the present legislative session?
- very important.....4()
fairly important.....3()
slightly important.....2()
not at all important....1()
NAS()
- (PROBE: FOR EXAMPLE, BUDGETING AND ALLOCATION OF STATE TAX FUNDS...TYPES OF TAXES TO BE LEVIED TO RAISE THE NEEDED MONEY.)

5. How often do you let your state senator know how you feel about taxes and spending...very often...fairly often...once in a while...or never?
- very often4()
fairly often3()
once in a while.....2()
never.....1()
NAS()

6. Did you vote in the election for Governor, state senators and other state officials last fall?
- Yes.....3()
No1()
NAS()

ISSUE INTEREST

ISSUE II: Women Working

1. Are you (is your wife) employed outside the home?

Full time	3()
Part time	2()
No	1()

(FOR MARRIED MEN, ASK: Is your wife?) NAS()

2. (FOR ALL WORKING R'S) How many times have you (has your wife) changed jobs in the past five years?

more than 5 times	4()
three or four times	3()
once or twice	2()
have not changed jobs ...	1()
NA.....	5()
NA, because no wife	9()

(FOR MARRIED MEN, ASK: Has your wife?)

3. Do you feel it is very important, fairly important, slightly important or not important at all to be up-to-date on job opportunities for women?

very important.....	4()
fairly important.....	3()
slightly important.....	2()
not at all important.....	1()
NA.....	S()

4. Have you recently changed any of your ideas about the role of women and their working outside the home? Or have you ever made any decisions in your job which may affect women who work and their futures?

Yes.....	2()
No	1()
NA.....	S()

(IF YES, ASK:) What sort of changes in your ideas or what sort of decisions?)

5. Have you (has your wife or any other woman whom you know well) changed jobs in the past year...trained for a new or better job...or made any decision which will affect your (her) occupational opportunities in the future?

Yes.....	3()
No	1()
NA.....	S()

(PROBE...THIS INCLUDES SUCH THINGS AS
ADDITIONAL EDUCATION.)

(IF YES ASK:) What sort of decision or changes did you (she)
make?

GREGARIOUSNESS

1. Of all the people you know, (GO TO Q. 91) none1()
 about how many do you call 1 or 22()
close friends? 3 or 43()
 (COUNT COUPLES AS 2 FRIENDS) 5 or 64()
 7-9.....5()
 10-12.....6()
 13-30.....7()
 over 31.....9()
 NA.....S()
2. About how many of these close none1()
 friends do you get together with 1 or 22()
 at least once a month? 3 or 43()
 5 or 64()
 7-9.....5()
 10-12.....6()
 13-30.....7()
 over 31.....9()
 NA.....S()
3. When you get together with adult relatives
 and friends, what two or three topics of
 conversation do you most often talk about?
 (PROBE.)
- a. _____

- b. _____

- c. _____

4. About how many of these adult relatives none1()
 do you get together with, at least once 1 or 22()
 a month? 3 or 43()
 5 or 64()
 7-9.....5()
 10-12.....6()
 13-20.....7()
 21-30.....8()
 31 or more9()
 NA.....S()

5. Aside from work, how often do you engage in activities,
away from home, when no member of your immediate family
is present?

less than once/month.....3()
once/month, but not once/week2()
at least once/week.....1()
NAS()

Hand List to R.CHURCH related group, such as:

- Board or standing committee
- Men's or women's group
- Voluntary service (choir, usher)

JOB related association, such as:

- Farmers Organization, Farm meetings
- Business or professional association
- Labor union

RECREATIONAL group, such as:

- Bowling league
- Woman's club
- Card club

FRATERNAL - SERVICE organization:

- Masons or Eastern Star
- Service club (such as Lions or Rotary)

CIVIC - POLITICAL group, such as:

- Parent Teachers Association (PTA)
- Political party club

OTHER organizations

- Adult leader of a youth program
- Veterans organization (Legion, Reserve)
- Board member of a community agency

QUESTIONS ABOUT ACTIVITY IN ORGANIZATIONS

(PLACE THE NAME OF EACH ORGANIZATION TO WHICH R BELONGS ON A LINE IN THE ORGANIZATION SCORING BOX. IF MORE THAN 6 ORGANIZATIONS, NOTE TOTAL NUMBER AND ASK R TO SELECT THE 6 HE IS MOST ACTIVE AND INTERESTED IN. PLACE THE CODE NUMBER OF THE RESPONSE TO EACH QUESTION ASKED ABOUT THE ACTIVITY, IN THE APPROPRIATE BRACKETS IN THAT ROW.)

- A. ABOUT HOW MANY HOURS DO YOU SPEND ON THIS GROUP IN A TYPICAL MONTH?
 1) 3 HRS. OR LESS 3) 7-12 5) 19-24 0) NA
 2) 4-6 HRS. 4) 13-18 6) 25 OR MORE
- B. HAVE YOU BEEN AN OFFICER, COMMITTEE MEMBER OR OFFICIAL DURING THE PAST FOUR YEARS?
 1) NO 2) YES 0) NA
- C. (IF FORMER ORG.) IN THE PAST 4 YEARS.....
 (IF NEW ORG.) SINCE YOU JOINED.....
 HAS THE AMOUNT OF TIME YOU SPEND AS A MEMBER OF (_____)
 INCREASED, STAYED THE SAME, OR LESSENER?
 3) INCREASED 2) SAME 1) LESSENER 0) NA

ORGANIZATION SCORING BOX

(List old org. first, then new org. for all org., note former line # in left margin. Make certain that all new org. are also listed.)

Tens digit of Line # old org.	Activity Name	A	B	C
() 27	_____	() 28	() 29	() 30
() 31	_____	() 32	() 33	() 34
() 35	_____	() 36	() 37	() 38
() 39	_____	() 40	() 41	() 42
() 43	_____	() 44	() 45	() 46
() 47	_____	() 48	() 49	() 50

C. POST CODE: ORG. (Round Up)
 NUMBER OF ORG. (6+ CODE 6).....() 51
 SUM A COL. + 3 (+ CODE 9).....() 52
 NUMBER OF 2'S IN COL. B.....() 53

OVERALL SOCIO-ECONOMIC STATUS

A. Occupational Rating

Classified according to the major occupational categories of the U. S. census:

1. Professional, Technical, and Kindred -- (Accountants, artists, chemists, clergymen, college professors, engineers, lawyers, librarians, nurses, physicians, social workers, teachers)
2. Farmers -- (farm owners, farm tenants, farm managers)
3. Managers, Officials, and Proprietors, except farm -- (conductors on railroad, floor managers in stores, managers of buildings, managers and executives employed by companies of any size, officials in any level of government, owners of businesses who serve as proprietors, postmasters)
4. Clerical and Sales -- (bank tellers, bookkeepers, cashiers, office machine operators, stenographers-typists and secretaries, auctioneers, insurance agents, newsboys, real estate agents, salesmen and sales clerks)
5. Craftsmen, Foremen and Kindred -- (bakers, brickmasons, cabinet-makers, carpenters, electricians, foremen in all types of industries, inspectors, locomotive engineers, machinists, mechanics and repairmen, paperhangers, plumbers, shoemakers, tailors)
6. Operatives and Kindred -- (brakemen on railroad, bus drivers, truck drivers, welders, and operators of equipment and machinery in manufacturing, construction, transportation, and business)
7. Service Workers -- (attendants, barbers, cooks, firemen, janitors, policemen, waiters, and private household workers)
8. Laborers -- (fishermen, car washers, longshoremen, lumbermen, farm laborers, and laborers in manufacturing, construction, and business)

B. Educational Level

Classified according to highest level achieved:

1. 8th grade or less
2. 9-11 years
3. 12 years - high school graduate
4. Technical training - a school, nurses training, G. I. training
5. 1-3 years of college
6. College graduate - bachelor degree
7. Post graduate work - college level

C. Rating of Residence

For houses in towns of 500 or more and in new residential areas and town homes built in country

HOUSE**Size of house, apartment or trailer**

- ___ 1. Mansion: pretentious, typically over 12 rooms
- ___ 2. Large: typically 8-12 rooms
- ___ 3. Medium: typically 5-7 rooms
- ___ 4. Small: typically 3-4 rooms
- ___ 5. Tiny: typically 2 or less rooms

Condition (Rate primarily the basic structure, secondarily the external finish)

- ___ 1. Excellent: No visible repairs needed or made
- ___ 2. Good: Well repaired, painted recently, good finish
- ___ 3. Average: Fair repair; possibly in need of minor repairs or some painting
- ___ 4. Poor: In need of considerable repair and refinishing -- repairable
- ___ 5. Dilapidated: Requiring extensive repairs or restructuring. Extensive deterioration of the structure; in partial ruin

Style (Judge not so much for "beauty" as for degree of professionalism. Rate for the total housing and not for particular type or size. Primarily, architectural style; secondarily, structural material used.)

- ___ 1. Excellent: Elegant, obviously planned and executed by professional architects and highly competent craftsmen, typically of stone or brick
- ___ 2. Good: Of superior quality but not elegant, of wood, stone or brick
- ___ 3. Average: Usual, common, lacking in distinctiveness, typically wood frame, possibly with asbestos siding
- ___ 4. Poor: Seemingly unplanned and awkward in appearance, frequently with composition fireproof siding
- ___ 5. Lacking: Clearly unplanned and completely lacking in any positive attributes of style -- a shack. Typically of untreated wood or covered with tar paper or corrugated fiber paper

GROUNDS

Size (Measurement has been indicated in yards to facilitate actual measurement if in doubt. Assume that a pace, or a large step, is equal to one yard.)

- ___ 1. Estate: landed property, approaching the country estate or farm. Frequently with meadow and/or natural wooded area. At least 5,000 square yards. (e.g., 100 x 50 yards (paces) the size of a football field (one acre).
- ___ 2. Large: 1500 - 5000 square yards (about 50 x 75 yards)
- ___ 3. Medium: 500 - 1500 yards (about 16 x 50 yards)
- ___ 4. Small: (about 16 x 40 yards)
- ___ 5. Tiny: (16 x 30 yards or smaller)

Condition

- ___ 1. Landscaped: Formal and elaborate, suggesting the full time care of one or more gardeners. Decorative planted trees, many and well-pruned hedges and bushes, spacious and well-groomed lawn, formal flower garden. Occasionally with swimming pool and similar focal points.
- ___ 2. Semi-landscaped: Not as formal, pretentious nor as elaborate as above but reflecting professional planning. Usually well cared for lawns and gardens but suggesting family care. Some shrubbery but occasionally not well pruned.

- ☐ 3. Well cared for lawn: No professional landscaping, frequently with occasional hedges, bushes and small flower gardens. The well-cared for lawn tends to dominate the grounds.
- ☐ 4. Poorly cared for lawn: Lawn poorly cropped and frequently with amateur plantings of poorly groomed hedges and bushes.
- ☐ 5. Uncared for lawn or none: Obviously no attempt made to create or maintain a lawn. Yard most frequently cluttered with debris or used as a parking area.

For all farms, and villages under 500 in population

HOME AND IMPROVEMENT (HI)

A. (8 or more rooms) Large Houses

- ☐ 1. Good condition with attractive landscaping and buildings
- ☐ 2. Medium condition and care in landscaping
- ☐ 3. Good condition; no attempt to landscape
- ☐ 4. Medium condition; as are other buildings needs some paint or repairs
- ☐ 5. Most buildings in fair to poor condition, many repairs needed
- ☐ 6. Most in poor condition; "run down", much paint and repairs needed
- ☐ 7. All in very bad condition; deteriorated, dilapidated

B. (6-7 rooms) Medium Houses

- ☐ 1. Good condition with attractive landscaping
- ☐ 2. Buildings in good condition, little landscaping
- ☐ 3. Medium condition
- ☐ 4. Buildings of medium size and condition, outbuildings in poor condition
- ☐ 5. Most in poor condition; not "run down"
- ☐ 6. All buildings in very poor condition

C. (5 or less rooms) Small Houses

- ☐ 1. Very attractive with appealing landscaping
- ☐ 2. Good condition; well-kept outbuildings
- ☐ 3. Most small, functional, and in good condition
- ☐ 4. Most fairly adequate and in medium to poor condition
- ☐ 5. All in poor or very poor condition

INTERVIEWER RATING FORM
NEBRASKA ADULT INTERESTS STUDY

RESPONDENT'S BEHAVIOR AND RELATION TO YOU

Check as many statements as seem to apply to the respondent. If some statement does not completely apply to the respondent, but sufficiently so that it describes something about him that occurs at times in the interview, you should decide for a check rather than against it. When you check several statements in one category and one applies far more than the others, check this one twice. For items with (check one) check the ONE statement that applies most. CARD SIXTEEN

1. Flow of Speech (Check one)
 - never hesitates.....1() 11
 - average.....2()
 - hesitates frequently...3()

2. Laughter (check one)
 - laughs a good deal.....1() 12
 - does not laugh, but smiles a good deal 2()
 - does not smile, looks glum.....3()
 - cries or has tears in his eyes at any point.....4()

3. Warmth (check one)
 - a cool person.....1() 13
 - a normal friendly person.....2()
 - a warm, very friendly person.3()

4. Overt gestures to you (Place a "1" in each bracket that applies)
 - you are asked to sit down and make yourself comfortable...() 14
 - it is left up to you where to sit, i.e. R ignores your needs.....() 15
 - R is trying to make you feel at ease.....() 16
 - offers assistance to you in any form, or offers help.....() 17
 - tries to embarrass you.....() 18
 - you are offered something to eat or drink.....() 19
 - apologizes for appearances of house, and house is neat....() 20
 - apologizes for appearances of house, and house is untidy..() 21
 - apologizes for appearance of himself and self is neat.....() 22
 - apologizes for appearance of self and self is untidy.....() 23
 - if self is disheveled or house in disorder, offers no apologies.....() 24
 - shows feelings of resentment or anger at you.....() 25

5. Trust (check one)
 - seems somewhat suspicious of you.....1() 26
 - normal trusting relationship.....2()
 - is very trustful of you.....3()

6. Interest in Study (check one)

- seems very interested in study and asks detailed questions...1() 27
 asks several questions about the study & seems mildly interested
 2()
 accepts interview without many questions, not further
 interested.....3()

7. Involvement in Interview (Place a "1" in each bracket that applies)

- completely absorbed in interview without noticing distractions() 28
 evidently interested in interview, occasionally busy with
 household chores or children or other responsibilities.....() 29
 moderate interest, but cooperative.....() 30
 easily distracted.....() 31
 is eager for you to leave.....() 32
 is reluctant to let you go.....() 33

8. Since a checklist of the above traits never gives a true picture of how a person typically behaves and relates to you, please try to give..in a few sentences or phrases..a thumbnail sketch of what R seems like as a person and how he related to you. Use the checks you have made as a basis and describe what was most outstanding and typical of R.

- _____ () 34
 _____ () 35
 _____ () 36
 _____ () 37
 _____ () 38

9. Interviewer Rating of Respondent

Encircle the number (0-9) of each of the sub-ratings (A-G) that best characterizes the respondent. Then look back over your ratings and decide on a single scale rating for Scale H (Master Rating). Place this number in master rating bracket. Then, for each of the sub-ratings, place the number encircled in the right-hand bracket.

A. Primary or personal, intimate contacts

0;	1.	2.	3.	4.	5.	6.	7.	8.	9. ()39
alone in world; no family, relatives or friends.		infrequent contacts; perhaps lives alone; sees others some; or lives with but not closely operational		frequent contacts or lives with & is functioning as member of intimate groups.		almost daily contacts; helps determine group action		daily contacts, group probably of long standing closely incorporated into group life; important in determining group action	

B. Secondary or more formal and specialized contacts

0.	1.	2.	3.	4.	5.	6.	7.	8.	9. ()40
in no groups, no reading, no radio, complete social isolation		perhaps one group or irregular group contacts; occasionally radio		several groups; regular participation, some reading or radio, probably favorite games		more than several groups; regular participation; chief interest, these contacts; much reading; radio; television		time filled with many groups; much reading; many radio programs; always on the go; or occupied with reading; radio	

C. Activities outside groups

0.	1.	2.	3.	4.	5.	6.	7.	8.	9. ()41
"nothing to do"		few activities; has too much free time		some daily activities, probably a hobby, but time for group life also		preponderance of time in daily activities, hobbies, etc.		time filled with daily activities, hobbies, plans, to exclusion of group activities	

D. Attitude of emotional security in small group (or religion)

0.	1.	2.	3.	4.	5.	6.	7.	8.	9. ()42
"feels unwanted", "nobody cares", pushed aside		some uneasiness about being wanted		feels comfortably secure		feels loved above the average person		feels greatly beloved; gets lavish attention	

E. Status or feeling of importance

0.	1.	2.	3.	4.	5.	6.	7.	8.	9. ()43
feels looked down; low status; feels disrespect on part of others		feels others are in-different to him; disregard his opinions		feels he is of some importance, but no more so than others		feels he is looked up to slightly; shown some respect		feels he is in position of high status; opinions sought and followed.	

F. Happiness and contentment

0.	1.	2.	3.	4.	5.	6.	7.	8.	9. ()44
unhappy, discontented, worried, fearful, frustrated		inclined to be unhappy; to worry; some frustrations		generally happy; contented; unworried.		always happy; contented; unworried		very happy; exultant; "happiest time," great contentment	

G. Resolution and fortitude

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	()45
feels help- less; blames self; over- whelmed by life; talks of hard knocks not mastered		feels he has not done bet- ter because he has not gotten the breaks, life changing for worse, worked hard but not gotten any- where		had ups and downs, some times on bot- tom, tends to blame self or others, some- what, for dif- ficulties		takes life as it comes no complaints assumes re- sponsibili- ties; looks on good side; talks of dif- ficulties but doesn't dwell on them; rec- ognize must give up some things		try, try again; fights back; doesn't give up; personal responsi- bility, take good with bad; make most of it; wouldn't change past.		

H. Master Rating on personal adjustment

0.	1.	2.	3.	4.	5.	6.	7.	8.	9.	()46
serious- ly malad- justed so- cially; many gaps in social life; much emotional disturbance		meager social life; some emo- tional dis- turbance and discontent		moderate social life; if lacks one type, compen- sates with other types; if emotional disturbance, readily ad- justed		fairly well developed social life; no serious gaps; posi- tive reactions		well-roun- ded social life of all types; very good emotion- al reactions.		

**APPENDIX C: SCALING PROCEDURES
AND DATA TABLES**

VALIDATION OF SCALES

Opinion Leadership

A validity check was made comparing the measure used in this research to Rogers opinion leadership scale and the Katz-Lazarsfeld opinion leadership scale.¹ Tables 7 and 8 show the zero-order inter-correlations of the scales for both issues. All correlations were significantly different from zero ($.098 = .05$ level of significance).

The items of the scale appear in Appendix B. Items 1, 2, 3, 4, 5, and 7 comprize the Rogers scale and Items 2 and 3 comprize the Katz-Lazarsfeld scale of self-designating opinion leadership.

In the hypothesis testing, on the taxation issue the Rogers measure consistently produced higher correlations -- eleven out of twelve comparisons. The Rogers and Marsh measures did not vary more than .01 percentage points but the variance between these two measures and the Katz-Lazarsfeld measure was as much as .055 percentage points. The pattern shifted on the women working issue and the Marsh measure showed consistently higher correlations in all comparisons. Again, the difference between that measure and Rogers measure was slight and there was a larger difference between the two (Marsh and Rogers) and the Katz-Lazarsfeld measure. When the measure was used in relation to degree of interpersonalness, the Marsh measure showed higher correlations on all twelve comparisons which included both issues.

¹These measures were explained in Chapter III.

TABLE 1
ZERO-ORDER AND PARTIAL CORRELATIONS FOR HYPOTHESIS I
SHOWING A COMPARISON WITH THREE MEASURES OF OPINION LEADERSHIP

Empirical Hypothesis Hypothesized Relationship (Independent and Dependent Variable)	Type of Scale and Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:			
			Family			
			Life Cycle	Education	Sex	Status
a. Opinion Leadership and Frequency of Information-Seeking on the Taxation Issue	Fm	.325	.327	.296	.315	.325
	mar F1	.300	.299	.282	.266	.300
	F	.391	.392	.366	.367	.391
	Fm	.334	.336	.306	.324	.333
	rog F1	.295	.294	.277	.261	.294
	F	.395	.396	.371	.371	.395
	Fm	.294	.294	.280	.282	.291
	k1 F1	.335	.338	.325	.302	.334
	F	.386	.388	.378	.361	.384
						.376
b. Opinion Leadership and Number of Different Channels Sought on the Taxation Issue	Dm	.360	.359	.336	.346	.360
	mar D1	.291	.290	.267	.270	.291
	C	.399	.398	.375	.380	.399
	Dm	.371	.371	.348	.358	.371
	rog D1	.286	.286	.262	.265	.285
	C	.404	.404	.381	.385	.404
	Dm	.328	.331	.316	.312	.327
	k1 D1	.237	.241	.223	.213	.234
	C	.349	.253	.338	.327	.347
						.337
mar = Marsh	Fm = frequency mediated	Dm = range mediated				
rog = Rogers	F1 = frequency interpersonal	Di = range interpersonal				
k1 = Katz-Lazarsfeld	F = frequency total	C = channel score				

TABLE 1

(Continued)

Empirical Hypothesis Hypothesized Relationship Independent and Dependent Variable)	Type of Scale and Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:				
			Family	Community	Socio-Econ.	Status	
			Life Cycle	Education	Sex	Size	
c. Opinion Leadership and Frequency of Information- Seeking on the Women Working Issue	Fm	.266	.267	.247	.249	.262	.255
	mar F1	.280	.291	.280	.268	.282	.277
	F	.368	.375	.355	.351	.367	.360
	Fm	.269	.269	.250	.250	.266	.260
	rog F1	.265	.278	.265	.252	.266	.262
	F	.361	.368	.349	.341	.359	.354
	Fm	.227	.228	.211	.211	.223	.219
	kl F1	.212	.221	.212	.200	.213	.209
	F	.296	.302	.285	.279	.294	.290
d. Opinion Leadership and Number of Different Channels Sought on the Women Working Issue	Dm	.220	.216	.197	.198	.218	.208
	mar D1	.075	.073	.068	.063	.081	.075
	C	.132	.129	.118	.115	.137	.128
	Dm	.208	.205	.185	.183	.206	.197
	rog D1	.074	.072	.067	.061	.079	.074
	C	.127	.124	.113	.108	.131	.123
	Dm	.169	.167	.149	.149	.167	.160
	kl D1	.025	.023	.018	.014	.029	.025
	C	.070	.067	.058	.054	.073	.067

mar = Marsh

Fm = frequency mediated

Dm = range mediated

rog = Rogers

F1 = frequency interpersonal

D1 = range interpersonal

kl = Katz-Lazarsfeld

F = frequency total

C = channel score

TABLE 2

ZERO-ORDER AND PARTIAL CO-RELATIONS
HYPOTHESIS II SHOWING A COMPARISON WITH THREE MEASURES OF OPINION LEADERSHIP

Empirical Hypothesis (Independent and Dependent Variable)	Type of Scale and Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:			
			Family Life Cycle	Education	Sex	Socio-Econ. Status
IIIa. Opinion Leadership and Ratio of Inter- personal to Mediated Channels on the Taxation Issue	mar	.209	.207	.192	.173	.208
	rog	.202	.200	.185	.167	.201
	kl	.172	.174	.162	.133	.170
						.164
b. Opinion Leadership and Ratio of Inter- personal to Mediated Channels on the Women Working Issue	mar	.311	.320	.305	.297	.311
	rog	.309	.317	.303	.294	.309
	kl	.202	.212	.196	.188	.201
						.308

mar = Marsh
rog = Rogers
kl = Katz-Lazarsfeld

TABLE 3

ZERO-ORDER AND PARTIAL CORRELATIONS
HYPOTHESIS III

Empirical Hypothesis Hypothesized Relationship (Independent and Dependent Variable)	Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:				
			Family Life Cycle	Education	Sex	Socio-Econ. Status	
IIIa. Sense of Powerlessness and Frequency of Infor- mation-Seeking on the Taxation Issue	Fm	-.241	-.245	-.167	-.240	-.237	-.181
	Fi	-.162	-.160	-.120	-.161	-.161	-.120
	F	-.259	-.261	-.186	-.259	-.256	-.196
IIIb. Number of Different Channels Sought on the Taxation Issue	Dm	-.240	-.241	-.179	-.239	-.239	-.185
	Di	-.253	-.251	-.201	-.253	-.249	-.205
	C	-.298	-.298	-.233	-.298	-.295	-.238
	Fm	-.076	-.072	-.023	-.080	-.074	-.031
IIIc. Frequency of Infor- mation-Seeking on the Women Working Issue	Fi	-.071	-.082	-.069	-.073	-.071	-.059
	F	-.099	-.103	-.061	-.104	-.097	-.060
	Fm	-.167	-.163	-.112	-.173	-.116	-.125
IIId. Number of Different Channels Sought on the Women Working Issue	Fi	-.004	-.001	-.014	-.006	-.006	-.004
	C	-.051	-.047	-.018	-.054	-.053	-.039

Dm = range mediated
Di = range interpersonal
C = channel

Fm = frequency mediated
Fi = frequency interpersonal
F = frequency total

Dm = range mediated

Di = range interpersonal

C = channel

Fm = frequency mediated

Fi = frequency interpersonal

F = frequency total

TABLE 4

ZERO-ORDER AND PARTIAL CORRELATIONS
HYPOTHESIS IV

Empirical Hypothesis Hypothesized Relationship (Independent and Dependent Variable)	Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:			
			Family Life Cycle	Education	Sex	Socio-Econ. Status
IVa. Sense of Powerlessness and Ratio of Inter- personal to Mediated Channels on the Taxation Issue	$\frac{D_i}{D_i + D_m}$	-.192	-.191	-.161	-.192	-.189
IVb. Ratio of Interpersonal to Mediated Channels on the Women Working Issue	$\frac{D_i}{D_i + D_m}$	-.033	-.028	-.014	-.036	-.032

F_m = frequency mediated D_m = range mediated
 F_i = frequency interpersonal D_i = range interpersonal
 P = frequency total C = channel

TABLE 5

ZERO-ORDER AND PARTIAL CORRELATIONS
HYPOTHESIS V SHOWING A COMPARISON WITH ANOTHER MEASURE OF ISSUE INTEREST

Empirical Hypothesis Hypothesized Relationship (Independent and Dependent Variable)	Type of Scale and Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:			
			Family Life Cycle	Education	Sex	Socio-Econ. Status
Va. Degree of Issue Interest and Frequency of Informa- tion-Seeking on the Taxation Issue	Fm	.302	.307	.261	.291	.311
	mar F1	.192	.183	.165	.163	.195
	F	.319	.318	.279	.298	.327
	Fm	.345	.349	.297	.339	.339
	k1 F1	.258	.251	.229	.244	.256
	F	.384	.383	.338	.374	.379
Vb. Degree of Issue Interest and Number of Different Channels Sought on the Taxation Issue	Dm	.300	.299	.265	.286	.303
	D1	.237	.232	.203	.219	.246
	mar C	.330	.327	.293	.312	.337
	Dm	.305	.304	.262	.297	.304
	k1 D1	.275	.271	.236	.266	.269
	C	.353	.350	.307	.343	.349
Vc. Degree of Issue Interest and Frequency of Informa- tion-Seeking on the Women Working Issue	Fm	.152	.159	.132	.145	.150
	mar F1	.162	.166	.161	.157	.162
	F	.212	.219	.198	.265	.211
	mar F	.161	.166	.143	.145	.160
	k1 F1	.164	.164	.163	.153	.164
	F	.219	.222	.206	.202	.218

TABLE 6

ZERO-ORDER AND PARTIAL CORRELATIONS
HYPOTHESIS VII & VIII SHOWING A COMPARISON WITH ANOTHER MEASURE OF GREGARIOUSNESS

Empirical Hypothesis Hypothesized Relationship Independent and Dependent Variable)	Type of Scale and Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:				
			Family	Life Cycle	Education	Sex	Community Size
			Socio-Econ. Status				
VIIa. Gregariousness and Frequency of Infor- mation-Seeking on the Taxation Issue	Fm	.130	.133	.089	.123	.153	.080
	mar Fi	.137	.131	.115	.124	.146	.105
	F	.165	.164	.126	.154	.186	.114
	Fm	.160	.161	.107	.152	.171	.102
	k1 Fi	.156	.152	.128	.140	.160	.118
	F	.197	.195	.147	.183	.207	.137
VIIb. Number of Different Channels Sought on the Taxation Issue	Dm	.133	.129	.099	.125	.141	.087
	Di	.113	.107	.083	.104	.136	.071
	mar	.150	.144	.113	.140	.168	.098
	C	.158	.156	.114	.148	.162	.104
	Dm	.127	.124	.087	.116	.138	.077
	Di C	.175	.172	.126	.163	.183	.114
VIIc. Frequency of Information- Seeking on the Women Working Issue	Fm	.060	.057	.033	.074	.070	.027
	mar Fi	.085	.091	.084	.095	.088	.076
	F	.097	.098	.077	.114	.106	.068
	Fm	.059	.056	.023	.077	.064	.019
	k1 Fi	.114	.121	.113	.128	.115	.104
	F	.116	.118	.091	.138	.120	.082

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TABLE 6
(Continued)

ZERO-ORDER AND PARTIAL CORRELATIONS
HYPOTHESIS VII & VIII

Empirical Hypothesis Hypothesized Relationship Independent and Dependent Variable)	Type of Scale and Dependent Variable	Zero-Order Correlation	Partial Correlation of Dependent and Independent Variable Controlling on:				
			Family Life Cycle	Education	Sex	Community Size	Socio-Econ. Status
III d. Number of Different Channels Sought on the Women Working Issue	Dm	.080	.078	.050	.098	.087	.046
	mar D1	.054	.054	.046	.062	.047	.055
	C	.073	.072	.057	.085	.069	.064
	Dm	.080	.082	.040	.102	.083	.039
	k1 D1	.072	.069	.062	.082	.069	.074
	C	.089	.087	.068	.105	.087	.079
IIIa. Gregariousness and Ratio of Interpersonal $D_1 + D_m$ to Mediated Channels on the Taxation Issue	D_1	.093	.087	.074	.081	.107	.075
	$D_1 + D_m$	.090	.087	.066	.074	.064	.068
IIb. Gregariousness and Ratio of Interpersonal $D_1 + D_m$ to Mediated Channels on the Women Working Issue	D_1	.082	.069	.073	.094	.087	.074
	$D_1 + D_m$	.103	.098	.092	.119	.105	.094
mar = Marsh Dm = range mediated k1 = Katz-Lazarsfeld D1 = range interpersonal F = frequency total C = channel score							

Thus, it appears that the measure of opinion leadership is valid in comparison with the Rogers and Katz-Lazarsfeld measures. The Rogers and Marsh scales could be considered more reliable than the Katz-Lazarsfeld indicator of opinion leadership, based on the evidence presented in Chapter III which pointed out the comparative reliability of the Rogers and Katz-Lazarsfeld scales.

Sense of Powerlessness

The sense of powerlessness measure was submitted to Guttman¹ scalogram analysis. A quasi-scale resulted yielding a coefficient of reproducibility of .83. Coefficient of reproducibility = $\frac{\text{errors}}{\text{subject} \times \text{items}}$.

$$CR = \frac{e}{s + i} = \frac{120}{100 \times 9} = .83$$

Lower scoring 37 percent of the respondents were selected from the total sample to constitute extreme categories. Percentage of agreement for each item of the two extreme categories were then computed. Only those items with response over 50 percent positive response agreement for the low group or the high group qualified for selection for the final version of the scale.

Scalogram analysis of the fifteen items for all subjects in the pilot study was computed. When these two analyses were complete the seven final items were used. These criteria were used:

- (1) percentage of positive response agreement on the item analysis;
 - (2) no missing data on the response items; (3) no more than ten errors in the scalogram analysis; (4) spread of cutting points on the scalogram analysis.
-

The seven items chosen had a coefficient of reproducibility of 91 percent on the scalogram analyses for the respondents drawn in the 37 percent extreme groups and one hundred subjects were selected randomly from the 403 respondents in the study. The scalogram analysis used scores on the seven sense of powerlessness items from these 100 respondents.

Items for the main study had been selected from fifteen items used in the pilot study. Two methods of analysis were used to select the best items. The first was a modified item analysis and the scalogram analyses.

The item analysis followed the procedure of scoring the items and computing the total scores. Item scores from the top scoring 37 percent of respondents and 88 percent for the total pilot study sample.

Table 9 contains the correlation matrix of inter-item correlations in the sense of powerlessness scale.

Issue Interest

The issue interest items used in this research were validated against the Katz-Lazarsfeld measures of issue interest. Tables 10 and 11 contain the correlation matrix of inter-item correlations in the degree of issue interest measure.

In the hypothesis testing, the Katz-Lazarsfeld measures consistently showed higher correlations -- 35 out of 36 comparisons. The differences in the compared correlations were greater for the taxation issue than on the women working issue.

Gregariousness

The gregariousness items used in this research were also compared with the Katz-Lazarsfeld measure of gregariousness for validation. Table 12 contains the correlation matrix of inter-item correlations in the gregariousness measure. The Katz-Lazarsfeld measure showed consistently higher correlations but only slight differences. Out of 36 compared correlations, the Katz-Lazarsfeld measure showed 30 correlations that were higher, one identical, and 5 lower than the Marsh measure.

TABLE 7
CORRELATION MATRIX ON OPINION LEADERSHIP SCALE
TAXATION ISSUE

[illegible]

TABLE 8

CORRELATION MATRIX ON OPINION LEADERSHIP SCALE
WOMEN WORKING ISSUE

[illegible]

mar = Marsh measure
rog = Rogers measure
kl = Katz & Lazarsfeld measure

TABLE 9
CORRELATION MATRIX ON SENSE OF POWERLESSNESS SCALE

Item									
1	1.000								
2	.181	1.000							
3	.192	.016	1.000						
4	.285	.074	.287	1.000					
5	.256	.428	.217	.288	1.000				
6	.197	.190	.153	.177	.248	1.000			
7	.273	.387	.138	.213	.363	.255	1.000		
T	.580	.572	.440	.586	.706	.519	.657	1.000	

TABLE 10

CORRELATION MATRIX ON ISSUE INTEREST MEASURE
TAXATION ISSUE

Item	1	2	3	4	5	6	mar T	kl T
	1.000	.425	.163	.105	.157	.024	.651	.203
		1.000	.185	.206	.165	.124	.729	.275
			1.000	.208	.106	.148	.473	.643
				1.000	.249	.293	.556	.778
					1.000	.231	.458	.597
						1.000	.461	.334
mar T							1.000	.733
kl T								1.000

TABLE 11
CORRELATION MATRIX ON ISSUE INTEREST MEASURE
WOMEN WORKING ISSUE

Item		
1	1.000	
2	.520	1.000
3	.095	.092 1.000
4	.008	.148 .152 1.000
5	.014	.029 .159 .168 1.000
mar T	.721	.753 .518 .399 .205 1.000
kl T	.367	.705 .669 .547 .169 .880 1.000

mar = Marsh measure
 kl = Katz and Lazarsfeld measure

TABLE 12

Item									
1	1.000								
2	.055	1.000							
3	.207	.051	1.000						
4	.614	-.056	.402	1.000					
5	.015	-.229	.085	.096	1.000				
6	.026	-.255	.024	.155	.848	1.000			
7	.000	-.241	.051	.130	.729	.710	1.000		
mar T	.515	-.086	.489	.629	.685	.675	.639	1.000	
k1 T	.710	-.122	.205	.497	.714	.615	.512	.842	1.000

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